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Ofstad

An appraisal of role-playing in developing military leaders.

THESIS
O3

AN APPRAISAL OF ROLE-PLAYING IN DEVELOPING MILITARY LEADERS

A Thesis

Presented in Partial Fulfillment of the Requirements
for the Degree Master of Business Administration

By

RICHARD J. OFSTAD, A.B.

The Ohio State University

1952

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CHAPTER I

INTRODUCTION

Statement of the Problem:

Management has been defined as the "function of executive leadership."[1] If this is accepted, the problems of military leadership are those of military management, and the problems of top management are of a nature that require executives of exceptional capacity for the required level of performance. Because of this, it is essential that military commanders exert every effort to insure a continuous flow of qualified officer leaders into executive positions in military organizations.

There are generally believed to be three sources of leadership ability: heredity, environment, and training.[2] Each of these is believed to contribute its share to the make-up of a leader. Most authorities believe that traits which are dependent upon heredity are not developable, but that environment and training can be called upon to assist in the executive growth of leaders. Environment, as a

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[1] Ralph C. Davis, Preface to Fundamentals of Top Management (New York: Harper & Brothers, Publishers, 1951), p. xix.

[2] Arthur J. Jones, The Education of Youth for Leadership (New York: McGraw-Hill Book Company, 1938), p. 8f.

CHAPTER I

INTRODUCTION

Statement of the Problem

Management has been defined as the "formation of effective interactions."[1] It thus is concerned, the problems of military leaders in the chaos of military management, and the problems of the management are in a sense not peculiar to executives of organizational objectives for the purposes level of performance. Because of this, it is essential that military management exert every effort to insure a continuous flow of qualified officer leaders into executive positions in military organizations.

There are generally believed to be four sources of leadership ability: heredity, environment, and training.[2] Each of these is relied on to contribute its share to the make-up of a leader. Most educational leaders that study this are impressed with heredity are not developable, but that environment can develop and is relied upon to assist in the essential growth of leaders. Furthermore, as a

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[1] Ralph C. Davis, Principles of Management in the American Economy (New York: Harper & Brothers, Publishers, 1951), p. 112.

[2] Arthur C. Jones, The Selection of Leaders for Leadership (New York: McGraw-Hill Book Company, 1951), p. 16.

method of developing leadership, is provided the military officer by virtue of his daily performance of duty, but training must be provided to insure a balanced growth program.

One training method that has recently created considerable interest in training circles is known as "role-playing." It is a training method by which two or more people prepare for a real-life situation by acting out a simulated situation, with a view to being prepared to cope more effectively with the situation when it materializes. It can be utilized as an aid in almost any field of endeavor because it is based on spontaneity of action, so that role-playing becomes very much like a real life situation.[3] By use of the simple drama the participants and the audience are afforded an opportunity to analyze the problem and develop ideas on the subject. These ideas can then be interchanged to the benefit of all concerned.

The purpose of this study is to conduct a survey of role-playing as a leadership development technique, in order to determine the objectives and procedures that may be applicable to the technique when applied as an informal training method at the local command level within the military establishment.

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[3] A. A. Liveright, "Union Leadership Training--A Handbook of Tools and Techniques," condensed in Personnel Journal, April, 1951, p. 412.

method of operational research, is presented the military officer in charge of his unit's performance or duty, has developed more by intuition to induce a behavioral change process.

One notable effort that has frequently provoked controversy in military circles is known as "role-playing." It is a training method in which two or more persons perform for a real-life situation by acting out a dramatized situation with a view to seeing consequences in order to make effective decisions. The element of game is also in role-playing. It may be initiated by an old old saying goes "if you want to understand an elephant, be an elephant." Role-playing means the ability to see the world through the eyes of another person. Many times a real life situation,[5] by use of the simple change from one participant to another can alternate or experimenting be analyze the problem and develop ideas in the problem. These ideas can then be incorporated in the reality of all concerned.

The purpose of this study is to develop a system of role-playing as a instructional development technique. In order to accomplish the objectives and purposes, that are to apply- ability to the technique when applied as an instructional technique method of the Total Quality Control School within the military system (Navy).

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[5] A. A. Silverstein, "Using Instructional Technique--a Handbook of Tools and Techniques," presented to Instructional Journal, April, 1971, p. 112.

Importance of the Problem:

The importance of high caliber leadership in military situations was recognized as far back as Napoleon, who is reported to have said, "A wise direction is of more avail than overwhelming numbers, sound strategy than the most perfect armament." This situation has remained true; in fact, modern armies have increased in size and require larger numbers of qualified leaders than did the armies of Napoleon. Further, in modern warfare, the leader has increased in importance because the complexities of modern armies require additional skill in handling human relations and in coordination and teamwork. The latter phases of leadership are of special significance because "there is probably no phase of human activity where one is so likely to try to find good excuses for his weakness and lack of real skill as in the handling of people."[4] Therefore, modern military leadership has increased in importance, both quantitatively and qualitatively, and the development of qualified leaders has become the concern of every military organization.

The importance of good leadership has been recognized by the military, and executive development policies have been established by the various branches of the armed forces to insure adequate leadership development in junior officers. The objectives of such policies have been to prepare young

---

[4] George D. Halsey, How to be a Leader (New York: Harper & Brothers, Publishers, 1958), p. 7.

Importance of the Problem

The importance of high military leadership in military situations was recognized as far back as Napoleon, who is reported to have said, "a wise direction is of more avail than overwhelming numbers, though exceedingly fine the soldiers before engagement." This "direction can sometimes arise in fact, modern studies have increased in size and require large numbers of qualified leaders than did the armies of Napoleon's time. In modern armies, the number and importance of leadership positions increase the complexities of modern warfare requires additional skill in specified areas which are essential for success and survival. The larger armies of industrialized nations are of crucial significance because there is probably no shortage of human activity where one is so likely to try to find good reasons for his reasons and less of most will be in the handling of people.[1] Therefore, modern military leadership has increased in importance, both absolutely and particularly, and the development of qualified leaders has become the concern of every military organization.

The importance of good leadership has been recognized by the military, and numerous development activities have been established by the various branches of the armed forces to insure adequate leadership development to junior officers. The selection of most policies have been to promote junior

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[1] George D. Wilson, Men in to a leader (New York: Harper & Brothers, Publishers, 1951), p. 1.

officers to assume the high degree of authority and responsibility that will be required of them as the top military commanders of tomorrow. This ultimate objective has been supplemented by immediate and intermediate objectives concerned with the training of officers to adequately perform their current duties, and those duties to which they may be assigned along the road toward the top levels of command.

The Marine Corps, for example, has provided for the fulfillment of leadership development objectives by establishing an overall policy based on job rotations and on-the-job training, supplemented by formal schooling. That program furnishes a sample of the policies of the various services, and excerpts from the Marine Corps Manual provide an illustration of typical current practices:

> The purpose...is to prescribe assignment policies designed to develop highly competent officers, qualified to serve most effectively in the event of a future war or national emergency. The policies support a program consisting essentially of "on the job" practical training, supplemented by formal school training. The program will eliminate repeated assignments to the same type duty unless specialization is indicated, and will substitute therefore greater opportunity for officers to gain broad command and staff experience....[5]

> The key to the program is rotation of assignments. Rotation among assignments in a broad sense, i.e., among fleet marine force and non-fleet marine force organizations, and to formal schooling, and among assignments in a narrower sense, i.e., to command, student, reserve, etc.,

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[5] Article 7050

officials to assess the right degree of authority and responsibility that will be required of them as the key military commanders of tomorrow. This objective objective has been supplemented by immediate and intermediate objectives concerned with the training of officers as adequately perform their duty superior duties, and those duties to which they may be assigned along the road leading to the ranks of command.

The Marine Corps, for example, has provided for the training of junior officers through a combination of classroom lectures on general military topics and on-the-job operations and operations and on-the-job training in various assignments in the various branches of the military. That interpretation a see is of the validity of the service academies, and measures from the Marine Corps Junior Officer training in the direction of special concerns problems.

The program...is comprehensive enough to develop highly competent military, qualified to serve well effectively in the event of a future war or revolution, emergency. The policies support a program emphasizing essentially of "on the job" practical training, supplemented by formal school training. The program will eliminate revised assignments to the area upon duty which evaluation is lacking, and will emphasize intensive training. Opportunity for officers to gain broad overseas and staff experience....)

The key to the program is position of assignments. Rotation among assignments is a broad scope, i.e., among first marine force and marine fleet force organizations, and to general schools, and among assignments in a department, i.e., to research, planners, reserve, etc.,

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Article Two

> duties, will be effected by the Commandant of the Marine Corps with a view toward progressive development of the individual officer....[6]
>
> The purpose of the various schools and courses established for commissioned personnel is to assure a corps of officers proficient to the highest degree in those professional and technical duties of staff and command necessary to carry out the missions of the Marine Corps....In general, it shall be the policy to insure the military schooling of commissioned officers as a whole rather than comprehensive schooling of a small minority. To implement the above policies, schooling is provided Marine Corps Officers as follows:
>
> a. By assignment to courses of instruction at appropriate schools.
> b. By making available to all officers extension courses.[7]

Thus, the assignment pattern for the development of a particular officer would include aporoximately eight years of fleet marine force (combat unit) duty, eight years of non-fleet marine force duty, and three years of formal schooling before that officer would be assigned duties in accordance with his experience, as opposed to assignments on a basis of general executive growth.

Nature of the Problem:

The above policies make no provision for the informal leadership training of officers within local commands, although most commands conduct informal training on a voluntary basis. This limiting factor in the development of

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[6] Article 7059

[7] Article 24050

nation, will be affected by the commanders of the Marine Corps with a view toward improving the proficiency of the individual officer.[6]

The purposes of the various schools and courses established for professional personnel is to assign a course of difficulty appropriate to the officers during its three professional and technical years of active and reserve commissions or carry out the mission of the Marine Corps....in peacetime, it shall be the policy to insure the military education of commissioned officers as a whole rather than concentrate education of a small minority. In instances the above policies, especially in peacetime, deprive officers of failure:

a. In assignment to courses of instruction.
b. In promotion to grades.
c. In making available to all officers educational courses.[7]

Thus, the educational matters for the development of a particular officer would include successively eight years of first service force (second until duty, eight years of non-first service force duty, and three years of formal schooling before this officer would be assigned duties in accordance with his attainment, as proposed to management on a basis of general educational merits.

Nature of the Problem

The above policies make no provisions for the informal (secondary) training of officers eligible (some officers, although not eligible, receive informal training on a voluntary basis. This limiting factor is the development of

---

[6] Article (?)?

[7] Article 2/050

military leaders provides the basis for the problem to be considered in this study. Is role-playing, by itself, or in conjunction with other training methods, a possible answer to the problem of local command training? Can the method be used to supplement and complement present leadership development policies and thus assist in the attainment of the objectives of executive growth of military officers?

Before attempting to answer these questions, the nature of the informal training problem must be known. An example of the characteristics present in local command training situations, as exemplified by a typical aircraft squadron, might include:

Students: Officers of an organization usually attend training sessions on a compulsory basis, provided that they are not engaged in more pressing duties at the time. The average attendance at an aircraft squadron training class, for example, would be about 15 to 20 officers. The group would vary in military experience from one to twenty years, in rank from second lieutenant to lieutenant colonel, with the average age between twenty-five and thirty.

Leadership: Most organizations have a training officer assigned, responsible to the unit operations officer. This training officer is usually charged with the responsibility of scheduling classes, preparing subject material, obtaining training aids, assigning lecturers from

military leaders participating was made for the problem to be considered in this study. It was decided, by itself, an interpretation of what other studies regarding personnel, a positive answer to the problem of local manpower availability, has the method to use to coordinate and complement previous independently performed activities and thus assist in the attainment of the objectives of research groups of military officers.

Before proceeding to answer these questions, the nature of the informal interview process must be known. An example of the questionnaire presented in local community meetings although informal, is presented in a typical element groupings, which follows:

Procedure: Citizens of an organizational unit, a local meeting assigns on a questionnaire basis, provided that they are not engaged in some productive duties at the time. The average participation is as diversity expanded including class, for example, would be about 15 to 20 citizens. The group would vary in military experiences from one to twenty years, in some from non-commissioned to lieutenants and-usual, with the average age between twenty-five and thirty.

Interviewer: Each organizational unit is a potential active analysed, particularly in the only questions active. This training office is usually managed with the responsibility of a commission chairman, interviewer co-ordinator, publishing training aids, assigning instructors from

the officer group, and the general coordination of the program. The officer assigned is rarely a qualified training authority, but has usually been given the assignment in accordance with the regular job rotation policy.

Meetings: Some operating units schedule regular officer training sessions. A more typical procedure, however, is for an organization to have a "foul weather" training program, to go into effect during inclement weather when normal operation is not possible, or when other factors force cancellation of normal working routines. In either case, training is normally conducted during working hours in one to two hour periods.

Training conditions: Training aids; including projectors, film libraries, blackboards, sound recorders, mock-ups and models, etc., are normally available at all permanent stations and at most temporary military bases. Classes are usually held in the working area; in squadron ready rooms, ships' wardrooms, or barracks classrooms, with average lighting, student comfort, and noise.

Subject material: Most informal training is technical in nature, supplemented by general interest and broad educational subjects. The matter of subject material is largely left up to the unit commander, although certain subjects may be prescribed by higher commands, or the higher commands may conduct classes for all officers in certain subjects.

the military group, and the general consciousness of the gro-
ups. The military analogue is merely a qualified training
assembly, but one usually does give the participants in
accordance with the regular job rotation policy.

Training: Some operating units encounter regular mili-
tary training sessions. I make typical presumption, however,
is for an orientation to take a "real weapons" training
program, to be later given during Independent Weapons time
during assembly if not possible, or when other indoors
force manifestation of normal training workshop. It allows
over, training is usually conducted during regular duties
to use in the four weapons.

Training materials: Training aids; instructor guides-
and, film strips, slide-boards, model weapons, mock-ups
and models, etc., are usually available at all personnel
stations and in most independent military units. Classes
are usually held in the training area; in emergency
rooms, roller barracks, or barracks classrooms, air-
age lighting, standard coolers, and noise.

Instructor material: Most instructor material is individual
in nature, supplemented by general instructors and group ob-
ectives, supplemented by general instructors and group ob-
ectives. The author of subject presented is inter-
ly left up to the unit commander. Standard training subjects
may be prescribed by higher commands, or the direct com-
mands may develop classes for all officers in variable sub-
jects.

Top management backing: The various services encourage informal unit training, but usually require it only when the unit mission so prescribes. Local superior commands often require a prescribed number of hours of training each month or require adequate coverage of particular subjects. In general, however, higher commands back unit training through supplying staff advice and training aids, and by promoting training by inspecting unit training programs and facilities periodically to insure that programs are in effect and operating according to current directives. The particular unit commander is actually the deciding factor as regards the strength of informal training programs; his attitude determines the extent and nature of the organization's training status. A usual command attitude concerning training is that it is to be encouraged and promoted, provided that it does not interfere with the accomplishment of the command mission.

The nature of the problem of this study is one of determining whether role-playing, under conditions similar to those described above, can meet the requirements of a good training program, and thus contribute to the overall executive development of the military leader.

Scope of the Study:

The purpose of the study and the nature of the problem suggest that the scope of the study should be limited to a

The management problem: The various services among-
our informal unit students, not usually exceeds it only
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sentatives knowledgeable staff advice and training aids, and
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sidered that it does not interfere with the accomplishment
of the common mission.

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determining whether pole-planting, under conditions similar
to those described above, can meet the requirements of a
good training program, and thus contribute to the overall
executive development of the military leader.

Scope of the Study:

The purpose of this study and the nature of the problem
suggest that the scope of the study should be limited to a

discussion of the method in the light of the requirements of good training programs, and to the possible uses through which the method might contribute to the development of military officers.

The requirements of a good training program are generally considered to include:

1. Definite training objectives.
2. A definite training plan.
3. Sound training policy.
4. Progressive top leadership.
5. Definite location of training responsibility.
6. Sound training methods.
7. Sufficient appropriate information for training purposes.[8]

Role-playing, for the purposes of this study, is considered as a contributing factor in the overall executive growth of the military officer. The method is considered herein as a supplementary tool, one to complement the overall program now in effect, and the problem becomes one of fitting the method into its place within the requirements of a good program. In reference to the above seven requirements, the study is concerned as follows:

(1) The objectives of military leadership have been listed above; this study is concerned with the part that role-playing can play in furthering those objectives.

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[8] Davis, op. cit., p. 499.

characteristics of the method in the light of the requirements of good training techniques, and to the possible area through which the method might contribute to the development of military efficiency.

The requirements of a good training program are usually considered to include:

1. Definite training objectives.
2. A definite training plan.
3. Good training policy.
4. Competent instructors.
5. Definite learning of instructions.
6. Sound training methods.
7. Sufficient supplementary information for training purposes.[9]

Role-playing, for the purposes of this study, is considered as a contributing factor in the overall executive growth of the military officer. The method is considered based on a supplementary level, due to complexities involved in all programs now in effect, and the problem facing one of fitting the method into the place which the requirements of a good program. In reference to the above four requirements, the study is concerned as follows:

(1) The objectives of military leadership have been listed above; this study is concerned with the part that role-playing can play in performing these objectives.

[9] Davis, op. cit., p. 199.

(2) The training plan for leadership advancement has also been mentioned; role-playing will be considered as an addition to that plan, as a method to supplement present training by incorporating the technique in local command training programs. (3) Training policies are, in themselves, beyond the scope of this study, but role-playing must be investigated in the light of possible policies to determine its value and uses. In this connection, there are considered to be three distinct leadership development policy levels in the armed forces: The top level policy has been determined-the various services will conduct leadership training; a second policy level can be described as the basis to be used for leadership training methods, i.e., through developing specific leadership characteristics, by use of job specifications, etc.; the third policy level, which is the primary concern of this study, is concerned with the training methods to be used in carrying out the higher level policies.

(4) Top leadership backing is of concern in this study because, unless the subject method is acceptable to organization commanders, and can obtain and hold their backing, it has little chance to succeed in practice. (5) The location of responsibility for command training has been set with military commanders by regulation; within each command, however, the problem must be given attention. (6)

(2) the training plan for leadership development has also been neglected; role-playing will be considered as an addition to this plan, as a method to supplement present training of incorporation the behaviors in local command training programs. (3) training policies are, in summary, beyond the scope of this study, but role-playing must be investigated in the light of possible policies to determine its value and use. In this connection, there are considerations to be drawn against leadership development policy levels in the armed forces: the lst level policy has been determined; the services will develop leadership training; a second policy level can be determined as the basis to be used for leadership training methods; lst, through developing the specific leadership characteristics; 2; use of job specifications, etc.; the third policy level, which is the primary concern of this study, is concerned with the training methods to be used in carrying out the higher level policies.

(4) The leadership training is of concern in this study because, unless the subject matter is comparable in training methods, and the other criteria and data being equal, it has little chance to succeed in practice. (5) The location of responsibility for command training has been not with military commanders by regulation; which has been, however, the problem must be given attention. (6)

The study is directly concerned with the value of role-playing as a training method, so its educational status and practical values must be investigated. (7) The problem of determining whether there is sufficient information available for training purposes is considered herein because there must be sufficient information available to warrant use of the technique.

The study has been limited to an appraisal of the above areas because the time and monetary difficulties involved in a comprehensive evaluation prohibited such extensive coverage.

Throughout the study, role-playing has been considered from various viewpoints, and information has been drawn from the fields of education, medicine, industry, and the military. The latter two have, perhaps, been emphasized because the training conditions in those fields appeared the most applicable to the problem at hand.

Certain terms, used throughout the study, whose meanings might be confused are defined as follows:

Role-playing: As used in this study role-playing consists of any dramatic presentation utilized in classroom training. This interpretation includes dramatic presentations commonly found under the names of experience practice, playlets, skits, socio-dramas, psycho-dramas, etc. The only restriction placed upon the term is that the situations must be concerned with the face to face relations

The study is directly concerned with the value of role-playing as a training method, as its educational status and unrelated values must be investigated. (1) The problem of psychological effects seems to be sufficiently informative and valuable for training purposes to warrant serious consideration. Many such investigations indicate evidence to warrant use of the technique.

The study has been limited to an experiment of the above mentioned because the time and monetary distributions involved in a comprehensive evaluation investigation such exceeds resources.

Throughout the study, role-playing has been considered from various standpoints, and information has been taken from the fields of education, medicine, industry, and the military. The leader has been, personal, been encouraged because the training conditions to some degree approximate the work experiences of the students at hand.

Several terms, used throughout the study, whose meanings might differ in contexts are defined as follows:

Role-playing: is used in this study role-playing considerably in any discussion presentation utilized in classroom training. This interpersonal interest dynamic involves classroom community found under the guise of social role-playing, psychodrama, skits, sociodrama, reality-therapy, etc. The only participation change from the here to here and situations must be concerned with the time in live situations

of leaders and subordinates in non-tactical problems.

Executive, Supervisor, and Military Leader: The terms are used synonymously, to include all levels of leaders in industry, and to the military commissioned officer.

Leadership: A leader is considered as one who has the function of getting something done through the efforts of other people.[9]

Military: The term, as used in this study, encompasses any or all of the armed forces of the United States, although the majority of illustrations and examples have been drawn from the author's experience with Marine Corps situations.

Training and Education: Throughout the study the terms are used synonymously, to include both skill training and general background knowledge. However, authorities whose field is primarily one of practicing industrial training are referred to as "training authorities," as opposed to "educational authorities" who are considered professional men primarily concerned with the theory of education.

Method of procedure:

The questions to be answered regarding the place of role-playing among the requirements of a good training pro-

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[9] Myles L. Mace, The Growth and Development of Executives (Boston: Graduate School of Administration, Harvard University, 1950), p. 18f.

of leaders and administrators in non-technical problems.

Identity, Involvement, and Military Service: The three are used synonymously. It refers all levels of leaders in industry, and in the military, knowledgeable citizens.

Leadership: A leader is considered as one who has the function of getting something done through the efforts of other people.[9]

Military: The term, as used in this study, encompasses any or all of the armed forces of the United States. It includes the majority of civilians who are assigned to the armed forces in the military's educational and training institutions.

Including the Industrial: Throughout the study the terms are used synonymously, so leaders with well rounded and advanced backgrounds involved. However, authorities whose field is primarily one of individual industrial training are referred to as "training supervisors," as opposed to "educational supervisors" who are oriented toward educational and primarily concerned with the theory of education.

Scope of Research:

The question to be answered involving the place of role-playing among the requirements of a good training pro-

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[9] Lyman C. Ware, The Growth and Development of Leadership (New York: Harper and Brothers Publishers, 1956), p. 187.

gram, and the possible uses to which the method might be put, suggest further questions that furnish a basis for procedure in the study:

What is role-playing?
What values are attributed to its use?
What are the obstacles involved in its use?
How might it work in practice?
How has it worked in practice?

The development of role-playing as a training method, its uses in various fields of endeavor, and its present status are discussed in Chapter II. The purpose of that chapter is to form a basis for further investigations based on an understanding of the method as it exists today.

Chapter III is concerned with the value of role-playing as a training method. The theoretical values are investigated and compared with practical appraisals of industrial users. Methods of using the technique, and typical characteristics of programs, are included in the appraisal to furnish a basis for planning a military program.

Chapter IV contains a discussion of the major obstacles involved in the utilization of the method in leadership training. The job of the group leader, or instructor, is given particular attention.

A theoretical application, based on an overall policy of leadership training through the use of critical situations, is illustrated in Chapter V. An attempt is made to indicate one way in which role-playing might be used to

ciple, and are possible ways in which the method might be used. However further investigation that furnish a basis for conclusions in the future:

What is role-playing?
What values are attributed to its use?
What are the principles involved in its use?
How might it work in practice?
How can it worked in practice?

The development of role-playing as a teaching method, its uses in various fields of endeavor, and its personal values are discussed in Chapter II. The purpose of this chapter is to form a basis for certain interpretations based on an understanding of the method as it exists today.

Chapter III is concerned with the value of role-playing as a teaching method. The theoretical values are interrelated and concerned with practical applicable of theoretical ideas. Methods of using the technique, and typical observations of workers, are included in the supplement to furnish a basis for planning a efficient process.

Chapter IV consists a discussion of the major principles involved in the utilization of the method in instructing teaching. The job of the group leader, or instructor, is given particular attention.

A theoretical application, based on an overall lesson or leadership training through the use of original situations, is illustrated in Chapter V. An attempt is made to indicate how may in which role-playing might be used in

teach the principles of leadership, and to illustrate the type of subject matter available.

A case study of the method in operation in a local military command situation is reported upon in Chapter VI. The observations are based on an experiment conducted by the officers of a Marine aviation squadron, using the information presented in this study.

were the principles of laboratory and to illustrate the use of analyses making available.

A case study of the service in operation in a local military command situation is required upon is chosen to. The questionnaire are based in an experimental consensus of the efforts of a service evaluation agencies, using the information presented in this study.

CHAPTER II

THE DEVELOPMENT OF ROLE-PLAYING

Introduction:

Before attempting to determine specific characteristics and procedures, it is necessary to obtain a general understanding of a subject. In the case of role-playing, its history, background, fields of present usage, and extent of use must be determined before considering specific items.

This chapter is concerned with the origination of role-playing, its development as a training method, and its present uses in the various fields of education. The scope of the chapter has been limited to these topics, with emphasis being placed on the field of industrial training. The early history of role-playing, early leaders in its development, present usage, and a discussion of development in industrial training areas are presented in that order.

Early History:

Most authorities[1] consider role-playing as a fairly

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[1] For example: Stuart Chase, Roads to Agreement, p. 99; and, Delbert C. Miller, "Introductory Demonstrations and Applications of Three Major Uses of Role-Playing for Business and Government Administrators," Sociometry, February, 1951, p. 49.

CHAPTER II

THE DEVELOPMENT OF ROLE-PLAYING

Introduction:

Before attempting to ascertain specific usefulness-
ties and procedures, it is necessary to obtain a general
understanding of a subject. In the case of role-playing,
the history, background, fields of present usage, and as-
pect of use must be determined before considering specific
items.

This chapter is concerned with the evaluation of role-
playing, its development as a training method, and its
present uses in the various fields of endeavor. The scope
of the chapter has been limited to three topics, with em-
phasis being placed on the field of industrial training.
The early history of role-playing, early leaders in its
development, present usage, and a discussion of psycho-
ses in industrial training areas are presented in that
order.

Early History:

Most authorities[1] consider role-playing as a fairly

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[1] For example: Albert Shaw, Ideas in Progress, p. 99; and, Delbert C. Miller, "Introductory Remarks-Evaluation and Applications of Three Major Uses of Role-Playing for Business and Government Industries," Supplement, Psychometry, 1951, p. 17.

recent development in education. Its use as a training method, however, can be traced back for many years. The military can possibly be credited with the earliest formal use of the method. For example, Napoleon utilized a form of role-playing in the camp of Boulogne, when he prepared his armies for battle through a series of training maneuvers, and Abercrombie trained British troops in landing operations at Cypress in 1801, through mock battle landings.[2] It might be argued that these battle maneuvers cannot be considered true role-playing, as conducted in the confines of the classroom or office. If the definition of role-playing originally used in this study is accepted, however, maneuvers fit the definition because they call for acting out the parts of leaders and soldiers in battle, and the people concerned prepare themselves for actual situations through the artificial situations they enter.

These early battle maneuvers were conducted more by chance than plan,[3] but organized and planned battle "exercises" have been conducted by the navies of the world for years. The United States Marine Corps has conducted planned maneuvers regularly, and on a large scale, since 1921.[4] These latter instances, although not recognized or

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[2] Alfred Vagts, Landing Operations (Harrisburg, Pa.: Military Service Publishing Company, 1946), p. 46.

[3] Loc cit.

[4] Clyde H. Metcalf, A History of the United States Marine Corps (New York: G.P. Putnam's Sons, 1939), p.527.

recent development in education. Its use as a crystallizing method, however, can be traced back for many years. The military can usefully be compared with the medical training of the medium. For example, Spurgeon utilized a form of role-playing in the case of hemiplegia, when he introduced his medical for medical training a series of training exercises, and experienced medical officers through in leading operations at Cyprus in 1900. Through most basic leadings.[2] It might be argued that these medical exercises cannot be considered role-playing, as conducted in the conflict of the classroom or office. If the definition of role-playing unfortunately used in this study is accepted, however, nevertheless its the definition because that all the acting out the parts of leaders and authority in skills, and the people concerned perform characters for robust situations through the artificial situations they enter.

These early medical exercises were concerned more by disease than plan,[3] but organized and planned medical "exercises" have been conducted by the medical of the world for years. The Indian Dental Service Corps has conducted planned exercises regularly, and on a large scale, since 1921.[4] These latter instances, although not recognized as

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[2] Alfred Wade, Leading Operations (Gerrards Cross, 1971), p. 1; military medical training exercises.

[3] See ibid.

[4] Clyde E. Metcalf, A History of the Dental Corps (New York: G.P. Putnam's Sons, 1919), p.[illegible].

termed as role-playing, may furnish the earliest examples of planned education through the acting out of situations of concern to the participants.

Early Leaders:

Most authorities on role-playing[5] credit Doctor Jacob L. Moreno with the origination of the modern concept of the "psycho-drama" and "socio-drama," which are usually considered the first formal educational developments in the role-playing field. Under this concept of development, the origin of role-playing is found in the idea of the psycho-drama, as originated by Doctor Moreno about 1923.[6]

Doctor Moreno was born in Bucharest, Rumania, May 20, 1892. He became a psychiatrist and author in Austria, and it was there that he first experimented with the psycho-drama in the treatment of mental disorders. Moreno came to the United States in 1927.[7] At that time he began introducing his psycho-drama technique to American medical authorities and educators. He lectured at Columbia University and the New School for Social Research, experimented with psycho-therapy in the treatment of mental disorders at St. Elizabeth's Hospital, Washington, D.C., at Sing Sing

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[5] For example: Chase, op. cit., p. 99; and, Leland P. Bradford, "The Future of Supervisory Training," Personnel, July, 1945, p. 10.

[6] Who's Who in America, 1950.

[7] Loc. cit.

termed as role-playing, may function the earliest complex of planned encounters concerning the nature and of alternative of measures in the psychodrama.

Early Leaders:

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Doctor Moreno was born in Rumania, Danube, May 20, 1892. He became a psychiatrist and author in Austria, and it was there that he first experimented with the psycho-drama in the treatment of mental disorders. Moreno came to the United States in 1927,[7] at that time to begin introducing his psycho-drama technique to American mental authorities and educators. He lectured at Columbia University and the New School for Social Research, experimenting with psycho-therapy in the treatment of mental disorders at St. Elizabeth's Hospital, Washington, D.C., at that time

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[5] See examples Shaw, op. cit., p. 9, Cory and Conland p. Moreno, "The Theory of Spontaneity Testing," Sociometry, July, 1943, p. 10.

[6] Kyle's Use in Industry, 1950.

[7] Ibid. cit.

prison, and he established the Psychodramatic Institute in New York. Moreno has also written books and articles on his techniques. He is the editor of Sociometry and Group Psychotherapy, periodicals on sociometry, author of numerous monographs, and teacher-administrator of the Psychodramatic Institute (now the Moreno Institute).[8]

As indicated above, most of Moreno's early work was directed toward healing the mentally ill through psychotherapy, and his psycho-drama was primarily designed for that purpose. Moreno's interests were those of a psychiatrist, and his efforts were directed along those lines. Doctor Moreno recognized the educational values of role-playing in other fields,[9] and has explained his thoughts on the educational value of the method by promoting a "learning through spontaneity" theory in his writings.[10]

The opening of Moreno's Psychodramatic Institute, in 1937, possibly signalled the first general acceptance of the idea and development of the psycho-drama as an educational method. In 1937 the Institute first sponsored role-playing techniques on a broad scale.[11] Students were given

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[8] Chase, op. cit., p. 99.

[9] Jacob L. Moreno, Introduction to Psychodrama and Sociodrama in American Education, edited by R. B. Haas, p. 3.

[10] The spontaneity theory of learning is discussed in Chapter III.

[11] Miller, op. cit., p. 49.

poison, and he established his *Psychometric Institute* in New York. Moreno has also written many articles on his techniques. He is the editor of *Sociometry* and *Group Psychotherapy*, particularly on sociometry, "study of group-phenomena, and leader-scientist-priest of the Psychodramatic Institute (Moreno Institute)."[9]

As indicated above, most of Moreno's early work was directed toward testing the mentally ill through psychodrama, and his psycho-drama was primarily designed for that purpose. Moreno's interests were those of a psychiatrist, and his efforts were directed along those lines. Later Moreno recognized the educational values of role-playing in other fields,[9] and has extended his research on the educational value of the method by providing a "Laboratory through spontaneity" course in his workshop.[10]

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[9] Moreno, op. cit., p. 99.

[10] Jacob L. Moreno, *Introduction to Psychodrama and Sociodrama in Teaching Sociology*, edited by J. L. Moreno, p. 3.

[11] The spontaneity theory of learning is discussed in Chapter III.

[12] Ellis, op. cit., p. 40.

demonstrations and taught the necessary techniques for its use. These students then went out and publicized the program and the Institute.

There were a number of other leaders in the early development of role-playing as a training method. Many of these people were originally motivated through Moreno's efforts, but they were instrumental in further developing and expanding the program. Ronald Lippitt, Rosemary Lippitt, Alvin Zander, and Doctor Helen Hall Jennings are generally considered important contributors among the early leaders and developers of the techniques involved.[12]

Role-Playing Today:

From the humble beginnings described above, role-playing has grown into a widely used tool in educational programs. Today it is used as a teaching technique in many fields of endeavor. An examination of the facilities of the Moreno Institute indicates the growth of the original project, from a psychotherapy clinic to a well rounded educational institution in the few short years of its existence. The Institute now offers several fifteen-week courses each year. The instruction presented by Doctor Moreno and his associates covers the general fields of Human Relations Methods, Sociodrama, Sociometry, and Group

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[12] Bradford, op. cit., p. 10; and, Chase, op. cit., pp. 99, and 102.

demonstrations and longer the necessary techniques for its use. The e Economic then went out and published the Dragon and the Centipede.

There were a number of minor factors in the early development of role-playing as a training method. Many of these people were originally motivated through economic efforts, but they were instrumental in further developing and expanding the program. Donald Lippitt, Rosemary Lippitt, Alvin Zander, and Jacobo Levy still remained the generally acknowledged innovators and influences among the early leaders and developers of the techniques involved.[12]

Role-Playing Today

From the humble beginnings described above, role-playing has been known into a widely used in educational programs. Today it is used as a teaching strategies in many fields of endeavor. In examination of the popularity of the Dragon Institute indicates the growth of the original project, from a psychotherapy clinic to a well rounded educational institution in the short years of its existence. The institute now offers several different-year courses each year. The instruction provided by Jacobo Levy and his associates covers the general fields of human relations training, leadership, self-awareness, and broad

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[12] Crawford, op. cit., p. 39; and Tuma, op. cit., pp. 39, and 102.

Leadership Techniques.[13] Specifically, instruction is given in such diversified fields as Nursery Schools, Child Guidance, Public School Education, Juvenile Delinquency, Speech Disorders, Leadership Training, Family and Marriage Problems, and Community and Religious Problems.[14] The Institute also publishes motion picture training films on psychotherapy and psychodramas.[15]

This increased educational concept of role-playing is by no means exclusive with Doctor Moreno, nor confined to his publications or classes. He was the early leader, and his leadership undoubtedly contributed to the advancement of the teaching method, but today the uses are so varied that progressive educators everywhere have adopted and accepted role-playing in one form or another. Formal education, from grammar school through college and adult education, has adopted the method and helped to advance the techniques involved.[16] Informal educational programs and situations have also found many uses for the new tool. It has been used by husbands and wives to analyze and correct family situations, by vocational guidance groups in preparing young people to look for jobs in industry, by parents

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13 Sociometry, May, 1950, p. 180f.

14 Sociometry, February-May, 1948, p. 131.

15 Sociometry, February, 1951, Advertisement.

16 For a text covering role-playing in the educational system see Haas, op. cit.

leadership problems.[15] Specifically, instruction is given in such diversified fields as nursing courses, child guidance, family school education, marriage counseling, human relations, leadership training, family and marriage problems, and community and religious problems.[16] The institute also publishes monthly pamphlets dealing on psychological and psychosomatic.[17]

This increased educational concern of role-playing is by no means confined to this center alone, but confined to its publications or classes. It was the early leader, and its leadership continuously contributed to the advancement of the training method, but today the idea are so varied that proportionate educators experience no problem in employing role-playing in one form or another. Journal education, from grammar school through college and adult education, has adopted the method and helped to advance the educational training.[18] Informal educational programs and discussions have also found many uses for the tool. It has been used to dramatize and alert by showing the effect family situations, by presenting problems groups in practical ways people to learn for life in industry, by showing

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[15] Leadership, op. cit., p. 108.
[16] Leadership, Fifteenth-day, 1961, p. 112.
[17] Leadership, January, 1961, advertisement.
[18] For a case involving role-playing in the education of nurses see Ibid., op. cit.

to provide simple answers to the everyday problems of children, and by the government and industry for many purposes. Role-playing has been successfully used in radio presentations, and is expected to become a powerful educational technique in television.[17]

The military have continued their use of maneuvers as a primary training method for combat units. They have also adopted the role-playing technique in military schools. This is particularly true in the higher level military schools, where senior officers study many military and naval problems through the use of role-playing.[18] Military legal schools have also used the technique for a number of years through the use of "mock" courts.[19] The Navy trains service school instructors by "experience presentations," which are another form of role-playing;[20] and the technique is often used in the selection of candidates for particular military assignments.[21]

The above variety of applications of the role-playing technique indicates that the method is not limited in its

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[17] Chase, op. cit., pp. 99-105.

[18] For example: Marine Corps Schools, Quantico, Va.

[19] For example: Naval Justice School, Naval War College, Newport, R.I.

[20] For example: Naval Air Technical Training Command, U.S. Naval Air Station, Memphis, Tennessee.

[21] For example: The Office of Strategic Services selection methods used during World War II; see "Improvisations," Sociatry, April-August, 1948, pp. 27-36.

to provide simple answers to the everyday problems of children, and by the government and industry for using people. Role-playing has been successfully used in racial integration, and is expected to become a powerful educational technique in industry.[17]

The military has continued their use of simulation as a primary training method for command units. They have also adopted the role-playing technique in military schools. This is particularly true in the higher level military schools, where senior officers study military law and moral problems through the use of role-playing.[18] Military legal schools have also used the technique for a number of years through the use of "moot" courts.[19] The Navy Psychiatric Service School instructors by "experience groups," which are another form of role-playing[20] and the technique is often used in the selection of candidates for particular military assignments.[21]

The above variety of applications of the role-playing technique indicates that the method is not limited to the

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[17] Cohen, op. cit., pp. 79-107.

[18] For example: Army Judge Advocate School, Charlottesville, Va.

[19] For example: Naval Justice School, Newport, R.I.

[20] For example: Naval Air Technical Training Command, T.A., Naval Air Station, Memphis, Tennessee.

[21] For example: the "Pilot or Navigator Selection Method used during World War II, see "Impressions." Industry, April-August, 1946, pp. 27-32.

use to certain educational areas. The flexibility of the method apparently permits its use, to some degree, wherever problems or ideas are to be considered by a group of individuals interested in learning about a particular subject, or interested in preparing themselves to handle actual situations effectively.

Development in Industry:

American industry has assited in the development of the method as a training aid. The technique apparently fits into industrial training programs with ease, and because of the similarity between industrial and military training situations, industrial development is considered of special importance to this study. A review of industrial applications should, therefore, provide a better foundation for further study.

Role-playing has developed rapidly in industry during the last ten years. No indications of its planned use are available before the start of World War II, although unplanned use of the technique often resulted from the actions of quick thinking executives, as indicated in the following anecdote:

> Back in the '30's Joe Mankiewicz, now one of the leading lights in the motion-picture field, was a struggling young script-writer at Paramount. His contract called for annual raises but when his first $25-a-week raise came due Paramount was in the throes of bankruptcy. Emanual Cohen, the studio's vice-president, called Mankiewicz

use by certain educational means. The flexibility of the method apparently permits its use, to some degree, whenever problems or ideas are to be considered by a group of individuals interested in learning about a particular subject, or interested in preparing themselves to handle actual situations effectively.

Development in Industry

Western industry has assisted in the development of the method as a training aid. The Bendix Corporation has made extensive training programs with film, and because of the similarity between industrial and military training situations, industrial developments in methodology by special instructors in this study. A review of industrial training films showed, therefore, provide a better connection for further study.

Role-playing has developed rapidly in industry during the last ten years. An indication of its growth was not available before the start of World War II. Although no-planned use of the technique often predates from the actions of group leaders encountered, as indicated in the following anecdotes.

Back in the '20's the workshop, one cog of the leading lights in the medium-sized firm, was a struggling young salesman at Dunwoody. His contract called for annual sales his home. His first 52-week sale was the turnaround. He is the owner of Dunwoody. Samuel Jones, the studio's vice-president, Walter Kowalski

> in. With tears in his eyes he reminded Joe that it was the duty of every loyal Paramount employee to make sacrifices, that money wasn't everything, that he ought to be grateful to the studio for giving him his opportunity. His final gesture was to make Joe take his place at the executive desk. 'Now you be me, struggling to save this studio from ruin,' he said, 'and I'll be you, asking to have my salary raised.'
>
> Joe shuffled the papers on the desk and glared at his boss. 'I'm a busy man, Mankiewicz,' snapped Mankiewicz. 'You ought to know better than to bother me about a lousy $25 raise. You have it. Now get out!'
>
> Joe got the raise.[22]

The earliest planned uses of role-playing in industrial training are hidden and vague. Possibly the sales training programs of various companies furnished the first cases of "practice demonstration" training methods. Salesmanship has been taught by this method for years, and some present day role-playing techniques may have developed from such early programs. Again, it may be that the method was borrowed from early military programs, possibly after World War I.

Some authorities[23] credit Doctor Moreno with the formal development of role-playing as an industrial training aid. Moreno did make application of his techniques in industrial situations at the Psychodramatic Institute as early as 1942.[24] His programs in other educational fields,

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[22] Reader's Digest, October, 1951, quoted from Frank S. Nugent in Collier's, p. 99f.

[23] For example: Miller, op. cit., p. 49.

[24] Loc. cit.

in. This tense is the type be modeled use least it was the only of every local tournament employee to some sort/fleas, but today wasn't everybody. That he could be provided to the events for giving his its appointment, this first question was to make low take its place at the executive desk. 'Come you on sa, stopping to see white studio from room,' he said. 'And I'll be you, smiling to been my money salary.'

Joe modified the phone on the desk and placed at his ears. 'Yes a long can, Montavelli,' snapped Montavelli. 'You ought to have better than to bother me about a lousy $25 salary. You have it. Now get out!'

Joe put the phone,[22]

The earliest planned uses of role-playing in industrial training are dubious and obscure. Usually the value training programs of various consultants formulated the first cases of "possible business-crisis" training methods. Inaccuracy has been caused by such methods for years, and some present day role-playing techniques may have developed from such early programs. Again, it may be that the method was borrowed from early military programs. Possibly after World War I.

Some authorities[23] credit Jacob Moreno also the first real development of role-playing as an industrial training aid. Moreno did make applications of his techniques in industrial situations at the Psychodramatic Institute as early as 1942.[24] His programs in other educational fields,

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[22] Fraser's Digest, October, 1951. Excerpt from Frank S. Angell in Politics, p. 207.

[23] For example: Miller, op. cit., p. 43.

[24] Ibid. 111.

and his principles of application of the technique, have apparently had considerable influence on the methods and techniques used in many training programs in industry. As previously discussed, Moreno has been primarily interested in other educational areas, but his students have branched out and applied his teachings to their own fields of interest. Some of these students, including Ronald Lippitt and Delbert C. Miller, have concentrated on industrial applications, and their efforts have been instrumental in causing Moreno's techniques to be adopted for many business uses by industry and government.

The problems of industrial training that arose during World War II probably had as much to do with the development of role-playing in industry as any other single item. Training directors and personnel managers became acutely aware of the deficiencies in educational methods used in their training programs. They found that methods of selection needed improvement, that new employees needed excessive indoctrination training, that new supervisors were ill equipped to handle their responsibilities, and that changes in manufacturing methods were unduly delayed by inefficient training programs. As a result, much thought was given to new training methods during this period, and experiments were conducted in many fields. Progressive training methods of all descriptions were considered, discussed, and experi-

and the problems of application of the techniques, were extremely and unfavorably influenced on the science and techniques used in many training programs in industry. As previously discussed, there has been relatively introverted in other educational areas, but its absence here prevented and and applied its energies to train the flight of inventors. Some of these attempts, including Joseph Lipsitz and Leonard S. Miller, have concentrated on industrial application, and their efforts have been instrumental in making Harvard's techniques to be adopted for many business uses by industry and government.

The problems of industrial training have been during which are it probably has to much to do with the development of solve-applying to industry as any other single line. Training directors are personnel managers having multiply aware of the difficulties in educational methods used in their training programs. They found that methods of application needed students in industrial training, that the employees needed students in industrial training, that the employees were ill equipped to handle their responsibilities, and that change in educational methods were usually resisted by inefficient training programs. As a result, much thought was given to the birth of methods during this period, and experimental work concerned in many fields. Experimental training methods of all varieties were considered, discussed, and experi-

mented with. Role-playing was one of the methods considered, and slowly began to attract attention.[25]

At the end of the war only a few pioneer companies had actually adopted the technique, but the method had created enough interest to warrant further attention by training directors and personnel managers. One early user was the Harwood Manufacturing Company, Marion, Virginia, whose president, Doctor Alfred J. Marrow, claims his company was the first to adopt role-playing for industrial use.[26] Labor unions also pioneered in the use of the technique in preparing for union-management negotiations.[27] About this time various universities began studies of the technique for possible industrial application, one of the better known being the Massachusetts Institute of Technology study under the direction of Alex Bavelas, a former associate of Doctor Marrow.[28]

Following the war more and more companies experimented with role-playing in various business training programs. Students of management and organization began to become acquainted with the method and to consider its possibilities. However, acceptance of the technique was slow, and as late

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[25] Bradford, op. cit., pp. 6-12.

[26] "Group Meetings Pay Off," Business Week, May 20, 1950, p. 86.

[27] Liveright, op. cit., p. 492f.

[28] Business Week, op. cit., p. 90; and, "Handling the Grievance Problem by Role-Playing," Business Week, April 9, 1949, p. 101.

manned with. Role-playing was one of the methods considered, and slowly began to develop itself.[25]

At the end of the war only a few pioneer companies had actually adopted the technique, but the methods had proved enough interest to warrant further exploration by training directors and personnel managers. One early user was the Personal Manufacturing Company, Boston, Massachusetts, under President, Gordon Allred J. Barrow, claims his company was the first to adopt role-playing for industrial use.[26] Labor unions also pioneered in the use of the technique in preparing for the union-management negotiations.[27] Among this time various universities began studies of the technique for possible instructional applications, and if the latter began being the Massachusetts Institute of Technology about under the direction of Alex Bavelas, a former assistant of Lewin Barrow.[28]

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[25] Bradford, op. cit., pp. 2-12.

[26] "Young Revolution for Oil," Business Week, May 20, 1950, p. 104.

[27] Sikkerman, op. cit., p. 1007.

[28] Business Week, op. cit., p. 104; p. 106; "Remaking the Organization Through Role-Playing," Business Week, April 2, 1949, p. 102.

as 1950 a student of role-playing[29] was able to discover only a handful of industrial concerns using the method in their training programs. At that time, its use was so limited that Longenecker stated, "The use is confined to a comparatively small number of companies...There is a diversity of opinion as to its possible application."[30] However, it was about this time that role-playing started a rapid advance to its present position in industrial training.

Publication of the results of the programs of early experimenters through business and trade periodicals, and realization of the wide possibilities for use of the method, caused role-playing to jump ahead. The application of the MIT studies to salesmanship training[31] focused the attention of many companies on the new technique. Companies that had based their future training programs on other methods became interested and added role-playing to their instruction, and new companies adopted the idea. As a result, a current list of industrial users of the technique, although still relatively limited and often experimental, would encompass nearly every type of business and industry, and would cover many fields of usage within the training

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[29] Justin J. Longenecker, Unpublished Masters Thesis, Ohio State University, 1950, p. 16.

[30] Ibid., p. 20.

[31] Chase, op. cit., pp. 103-105.

at 1970 a [illegible] of sale-priced[29] has also to discover only a handful of [illegible] companies using the method to make building programs. In fact also, the use was so limited that [illegible] stated, "The use is confined to a comparatively small number of companies...There is a diversity of opinion as to the possible application."[30] However, it was about this time that sale-priced started a major advance in its present position in industrial [illegible].

Publicity of the results of the programs of early experimenters through journals and trade associations, and realization of the wide possibilities for use of the method, caused sale-priced to jump again. The application of the [illegible] method to [illegible] building[31] focused the attention of many companies on the new technique. Companies that had tried their [illegible] programs on other buildings became interested and added sale-priced to their repertoire, and new companies adopted the idea. In a result, a complete list of industrial users of the method, although still relatively limited and often experimental, would encompass nearly every type of business and industry, and would cover many fields of using methods for [illegible]

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[29] Austin V. Lumpkenbur, unpublished masters thesis, [illegible] Gas Company, 1970, p. 15.

[30] Ibid., p. 20.

[31] Cusano, op. cit., pp. 1-[illegible].

programs of the users.

Summary:

Role-playing has thus become an educational tool of importance; its applications can now be classified into recognized techniques, and its uses classified accordingly. One such classification, found appropriate for industrial and military application, follows:

1. Role-playing is a conference technique for problem solving.
2. Role-playing is a technique for selection.
3. Role-playing is a training method for employees and supervisors.[32]

A summary of the scope and status of present day industrial usage of the role-playing technique can be made from the above classification, because the various levels of management and employees have particular interests in certain categories of the classification. Top level management is primarily concerned with the problem solving aspects of the technique. Staff personnel are interested in the use of the method in employment selection. Operative executives are primarily interested in the application of role-playing to leadership development, employees want to know what to expect from the method when it is used in their training

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[32] Miller, op. cit., p. 50.

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Summary:

Role-playing has been seen as educational tool of importance; its applications can now be classified into recognized categories, and its uses classified accordingly. One such classification, from supervisors for industrial and military applications, follows:

1. Role-playing is a conference technique for problem solving.
2. Role-playing is a technique for education.
3. Role-playing is a training method for leadership and supervisors.[24]

A summary of the scope and nature of present day functional uses of the role-playing technique can be made from the above classification, because the various levels of management and employees bring personnel interests in each of the categories of the classification. For level management is primarily concerned with the training activity aspects of the technique. Staff personnel are interested in the use of the method in employment selection. Industrial engineers are primarily interested in the application of role-playing to leadership development, employees want to know what to expect from the method when it is used in their training

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[24] Miller, op. cit., p. 10.

programs, and executives at all levels are interested in the use of the technique for self-improvement, and for the training of subordinates.[33] It is probable that these same classifications would apply to military situations because of the similarities involved.

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[33] Loc. cit.

progress, and economics at all levels are integrated in the use of the technique for self-improvement, and for the training of supervisors.[32] It is probable that some some classifications would apply to military situations because of the stratification involved.

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[32] Ibid., p.18.

CHAPTER III

AN APPRAISAL OF EDUCATIONAL VALUES

INTRODUCTION

Role-playing is currently enjoying considerable attention in educational areas. The method "caught on" rapidly because the responses of early experimenters were enthusiastic, and the publicized results encouraged educators and training directors to experiment with the technique in their own programs. Was this rapid acceptance justified, or should role-playing be considered as an interest gaining but passing fad? Continued use of the technique can only be justified if the foundations of the method are deep in the fundamental principles of education so that results will be concrete and permanent. It is the object of this chapter to inquire into the relationships between role-playing and sound educational practices to determine the potential educational values of the method when applied in a military climate.

The scope of the chapter has been restricted to the consideration of educational principles concerned with the "learning by doing" theory, because of the preponderance of evidence indicating that role-playing is primarily a member of the "doing" family. This assumption is believed justified because authorities appear in general agreement

CHAPTER III

"A APPROACH TO EDUCATIONAL THEORY"

INTRODUCTION

Role-playing is currently replacing psychodrama attention in educational arenas. The method "comes on" rapidly because the requirements of merely experimentation were minimalistic, and the qualitated results encouraged experimenters and training directors to experiment with the technique in their own programs. Yet this rapid convergence practified, or should role-playing be considered as an instance patching has revealing that consequent use of the technique can only be justified if the foundations of the method are deep in the fundamental principles of education so that results will be concrete and permanent. It is the object of this chapter to inquire into the relationship between role-playing and some educational theories to determine the potential educational value of the method when applied in a military climate.

The scope of this chapter has been restricted to the consideration of educational principles concerned with the "learning by doing" theory, because of the psychodrama or artistic implication that role-playing is primarily a means of the "doing" family. This assumption is believed justified because authorities agree in general statement

regarding the theory that considers learning by doing as the key to the role-playing method.[1] The assumption provides a basis for procedure in the study, in that the technique will first be investigated in the light of directly applicable principles of the learning by doing theory, the opinions of educators considered, and then the practical advantages and limitations expressed by training authorities will be weighed against the theoretical values discovered.

EDUCATIONAL APPLICATION

Learning by Doing:

Learning has been defined as a "search for meaning followed by appropriate action."[2] If this definition is accepted, then learning implies a change in behavior caused by the acquisition of knowledge, skill, and understanding. Mendenhall and Arisman point out that learning is activity that is useful, purposeful, and continuous, and the test of a theory of learning is the quality and quantity of change in behavior that is evidenced by the learner.[3] Authorities generally agree that learning by doing meets

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[1] For example: Allen H. Tyler, "A Case Study of Role Playing," Personnel, September, 1948, pp. 136 and 142; and, George D. Halsey, Training Employees, p. 90.

[2] C. B. Mendenhall and K. J. Arisman, Secondary Education, p. 50.

[3] Ibid., p. 47.

regarding the theory that considers learning by doing as the key to the role-playing method.[1] The conceptions underlie a basis for procedure in the study. In that the principles will first be investigated in the light of directly applicable principles of the learning by doing theory, the opinions of educators concerned, and then the practical advantages and limitations experienced by teaching authorities will be weighed against the theoretical values discovered.

CONCEPTUAL STATEMENTS

Learning by Doing:

Learning has been defined as "behavior for meaning followed by appropriate action."[2] If this definition is accepted, then learning implies a change in behavior caused by the acquisition of knowledge, skill, and understanding. Immediately and Arizona point out that learning is actually that is useful, purposeful, and satisfactory, and the case of a theory of learning is the quality and quantity of change in behavior that is evidenced by the learner.[3] Authorities generally agree that learning by doing means

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[1] For example, Allen C. Tyler, "A Case Study of Role Playing," Psychology, September, 1951, pp. 330 and 331; and George R. Bailey, The Role in Learning, p. 40.

[2] C. E. Woodworth and E. L. Arizona, Secondary Education, p. 50.

[3] Ibid., p. 47.

this test through observable changes in behavior evidenced as the learner progresses.

Educators further state that a good educational method should not only fulfill the requirements of the definition of learning, which might be accomplished through poorer methods, but should also provide the learner with an experience that will create a desirable permanent reaction from the learning situation. Dale expressed this need when he said:

> Education must become the rich, active, personal and adventuresome thing it is when a father teaches his son how to fish, or a mother teaches her daughter to bake a cake, or a scout leader explains to youngsters how to find their way in the woods without a compass, or a dramatic teacher coaches a play. For in all these situations learning has motivation, clarity, and use to such a degree that permanence can almost be taken for granted. It has, in addition, a train of other qualities -- such as pleasureableness, emotional gratification, and a sense of personal accomplishment -- which strongly reinforce the learning.[4]

Thus, learning by doing methods may be good or bad, depending on the circumstances. For example, the "on-the-job" training of an aircraft mechanic may be effective, but lack of the richness necessary to fill the trainee's body and mind with the urge to learn more and more and enjoy his labors fully.

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[4] Edgar Dale, Audio-Visual Methods in Teaching, p. 18.

this best through observable changes in behavior evidenced in the learner [illegible].

Educators further state that a good educational method should not only fulfill the requirements of the definition of learning, which might be accomplished through poorer methods, but should also provide the learner with an experience that will provide a desirable movement resulting from the learning situation. This statement has been made by [illegible]:

> Education must become the plan, action, interaction and stimulation which it is when a farmer teaches his son how to plow, or a sailor teaches her daughter to take a wave, or a scout leader explains to [illegible] how to find their way in the woods without a compass, or a [illegible] teaches [illegible] a play. For in all these situations learning takes place, [illegible], and use to such a degree that [illegible] is likely to take [illegible]. It has, in addition, a [illegible] of other qualities -- such as [illegible], emotional [illegible], and a sense of personal [illegible] -- which strongly [illegible] the learning.[1]

Thus, learning is being measured by its good or bad, depending on the circumstances. For example, the "un-the-job" training of an airforce mechanic may be effective, but lack of the [illegible] necessary to fill the "civilian's job" may [illegible] with the urge to learn more and only [illegible] the issues fully.

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[1] Edgar [illegible], Audio-Visual Methods in Teaching, p. 16.

The objective of a role-playing program is generally not for the purpose of developing the one best way of handling a situation, but rather, to instill in the trainee a deeper understanding of the forces involved, so that he attains a state of flexibility permitting him to utilize his experience in meeting different kinds of situations appropriately and effectively.[5] Educational authorities indicate that role-playing approaches the desired level of learning, providing that the instruction is satisfactory, because the acting out of situations provides a closely related substitute to a real experience, so that the situation becomes personal, concrete, active, and creative in application.[6]

The above definition of learning indicated a need for a continuous modification of behavior in order for learning to be effective. Learning is most likely to be continuous and permanent when there is sufficient student motivation, when purposes and values are clear, and when practice, application, and use follow the original exposure to learning.[7] The point is clarified by the following explanation:

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[5] Margaret E. Barron, "Role Practice in Interview Training," Sociatry, June, 1947, p. 198f.

[6] For example: Dale, op. cit., pp. 18 and 101.

[7] Ibid., pp. 13-16.

The activities of a role-playing session is necessarily not for the purpose of developing the use here and of meeting a situation, the student, in itself is the training a major understanding of the theme involved, or that an effective a state of flexibility permitting him to utilize his experience in meeting different issues of situations appropriately and effectively.[6] Experimental authorities indicate that role-playing experiences the review level of learning, providing that the instruction is satisfactory, because the acting out of situations provides a clearly related subsidiary in a real experience, so that the stimulation demands personal, observed, active, and creative in application.[5]

The study definition of learning indicated a need for a continuous modification of behavior is order for learning to be effective. Learning is more likely to be conditions and processes were there is satisfaction during activities, when purposes and values are clear, and when practice, application, and use follow the original exposure to learning.[7] The point is identified by the following statement:

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[6] Reginald E. Morrow, "Role Theories in Interview Training," Personnel, June, 1947, p. 1987.

[5] For examples: Ibid., op. cit., pp. 10 and 101.

[7] Ibid., pp. 13-14.

> Teaching often substitutes bookish, unreal, abstract material for real-life situations. Learning that is acquired mechanically is almost always forgotten, whereas rich experiences are almost always retained, as memorable events in themselves or in the form of intellectual deposits. If learning can become a rich experience, the problem of forgetting can be managed.[8]

If this explanation is accepted, it follows that student motivation must be provided by any instructional technique in order for that technique to provide a rich experience.

The learner has definite needs and they determine the learning he acquires; most authorities agree that he needs acceptance from his group, a sense of belonging and achievement, emotional stability, and security;[9] all of which must be provided by role-playing, or any other technique, before it can be considered a good educational method. Clear purposes are also believed to be important because, when purposes are known, understood, and accepted, and are of immediate import to the learner, the student develops an inner urge to learn.[10] Practice, application, and use have also been listed as necessary for continuous learning. The sooner learning can be put to use, and the oftener it is used, the higher the level of learning and the higher the retention of the learner.[11] Permanency of learning

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[8] Ibid., p. 22f.

[9] Mendenhall and Arisman, op. cit., p. 54.

[10] Ibid., p. 51.

[11] Dale, op. cit., p. 14.

teaching often substitutes complex, surreal, abstract material for real-life situations. Learning that is acquired mechanically is almost always forgotten, whereas rich experiences are almost always retained, as memorable events in themselves or in the form of intellectual capacity. If learning can become a high experience, the process of teaching can be enjoyed.[9]

If this exploration is accepted, it follows that student motivation must be provided by any instructional technique in order for such techniques to produce a rich experience.

The learner has intrinsic merit and may determine the learning to acquiring most educational ends; it may be made successful from the group, a sense of belonging and achievement, emotional stability, and security;[10] all of which may be provided by role-playing, or any other technique, where it has be considered a good educational method. Clear purposes are also intended to be important learners. When purposes are known, understood, and accepted, and are of immediate import to the learner, the student develops an inner urge to learn.[11] Therefore, motivation, and not time also also been linked as necessary for successful learning. The common learning may be put to use, and the choice is made, the higher the level of learning and the higher the retention of the learner.[12] Assessment of learning

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[9] Ibid., p. 227.

[10] Bernhardt and Erickson, op. cit., p. 12.

[11] Ibid., p. 21.

[12] Ibid., op. cit., p. 12.

does not mean "parrot like" retention of every incident or problem encountered in a classroom. There are many things that are not essential, such as remembering a specific way to handle a leadership situation; but, rather, the aim is to provide the learner with principles that will be remembered and called upon for use in solving future problems.[12]

Most educational authorities consider role-playing an excellent means of gaining permanency in learning. One source calls the method a good motivating technique because it makes the student conscious of the subject under consideration and of his own weaknesses therein.[13] Dale lists three major values of role-playing that contribute to permanency: meaning, through the learner gaining an intimate understanding of the study;[14] therapeutic, because self-consciousness is reduced, and the learner gains an insight into the problems and attitudes of others; cooperation, because students learn to work cooperatively toward a common goal.[15] These opinions indicate that it is possible for role-playing to provide the type of rich experience required for the continuous learning necessary in

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[12] Ibid., p. 24.

[13] Manual for Practical Development of Leadership Qualities, p. 30.

[14] The National Education Association motion picture, "Role-Playing in Human Relations Training," notes that added meaning is gained by use of the face, hands, and body as action progresses.

[15] Dale, op. cit., p. 104f.

some sort-some "pseudo life" presentation of every institution or problem encountered in a classroom. There are many things that are not essential, such as remembering a specific way to handle a hardwardly situation, but, rather, the aim is to provide the learner with potentiles that will be remembered and called upon for use in solving future problems.[12]

Most educational institutions consider role-playing an excellent means of getting participation in behavior. One source calls the method a good motivating activity because it gives the student consideration of the subject under consideration and of his own responsibilities.[13] This lists three major values of role-playing that contribute to participation: learning, through the learner getting an intimate understanding of the study;[14] interest, because self-consciousness is reduced, and the learner gains an insight into the problems and difficulties of others; cooperation, because students learn to work cooperatively toward a common goal.[15] These criteria indicate that it is possible for role-playing to provide the kind of plan situations needed for the evaluation learning necessary in

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[12] Ibid., p. 6.

[13] Council for Doctoral Development of Independent Institutes, p. 30.

[14] The National Education Association series states, "Role-playing is known as 'Spiritual Training,' which is that added feeling or glimpse of one's self in the case, manner, and body as action progresses."

[15] Ibid., op. cit., p. 1ibr.

leadership development.

The Spontaneity Theory:

Doctor J. L. Moreno offers another theory concerning the educational values of role-playing. Moreno believes that the real value of the method comes from the spontaneous reactions of the student as he acts out various situations. His explanation of spontaneity shows that the idea is in reality an addition, or off-shoot, to the learning by doing theory, so that it can be considered as a part of that theory. Moreno explains his theory as follows:

> In the course of doing the involvement of the pupil in the act is so intensive that many experiences and expressions, physical and mental, remain unnoticed by the subject....If these activities are full of misdoings he would not be able to correct them as he does not recall the incidents themselves, only in a fragmentary fashion. The learning by doing is therefore seriously handicapped by the considerable degree of relative amnesia accompanying the doings.
>
> Here the spontaneity method comes to the rescue. It offers a school of training which can be practical....In the Spontaneity Techniques we have both a descriptive psychology and a process of learning through creativity: We have specific methods for obtaining release of the creative energies and increasing their controls.[16]

The spontaneous values of role-playing are advocated by authorities other than Moreno and his disciples. Doctor Maurice Greenhill, reporting on experiments conducted at Duke University, stated, "The basic principle of the whole

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[16] Psychodrama, pp. 141, 144, 150f.

inadequately developed.

The Contingency Theory:

Doctor L. L. Bavero offers another theory concerning the educational values of role-playing. Bavero believes that the real value of the method comes from the situation-some reactions of the students as he sets out various situations. His explanation of groundwork shows that the idea is to realize an ambition, an all-school, in the learning by doing theory, so that it can be considered as a part of that theory. Bavero concludes his theory as follows:

> In his course of action the involvement of the pupil in the act is so intensive that many students can experience, physical and mental, so-called conditions by the subject....if these activities are full of meaning to pupils we can be sure to observed them as he does not should the individual theoretical, only in a temporary condition. The learning by doing is therefore essentially learning engaged in the acquisition of meaning activities towards discovering the meaning.
>
> Here the experiential method comes to the rescue. It offers a method of learning which can be presented....in the experiential learning situations as there such a learningthe experiential method and a process of learning through meaning. It gives reality meaning to the learning values of the learning contexts and increasing study concepts.[1]

The groundwork values of role-playing are structured by conditions which have known and his theories. Doctor Bavero overall, regarding to experiences involved is more important, however, that basic principles of the whole

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[1] Op. cit., p. 321, 1.1.

plan of psychodrama is spontaneous liberation of the emotions in relationship to the existing situation."[17] Stuart Chase endorsed the spontaneous values of the technique by pointing out that "role-playing has no point if lines are learned in advance; a spontaneous, off-the-top-of-your-mind approach is essential."[18] Another writer on the subject reports:

> Spontaneity is a function of the individual, and occurs in a psychodrama situation because of the emergency nature of this technique...Spontaneity is an ability, and psychodrama is a method whereby one can find out how much of the ability an individual has. Through psychodrama, too, one can increase an individual's capacity for being spontaneous.[19]

The spontaneity branch of the learning by doing theory has sufficient authority behind it to indicate that it is a sound theory, and consequently it should be included among the values attributed to the role-playing technique.

Cone of Experience:

The educational values of role-playing that have been presented in educational terminology may be difficult for the layman to understand. Another approach to these requirements of good learning encompasses the above points,

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[17] "Psycho-Dramatic Play Therapy in Disorders of Childhood," Sociological Foundations of the Psychiatric Disorders of Childhood, November, 1945, p. 107.

[18] Chase, op. cit., p. 100.

[19] Jean D. Grambs, "Dynamics of Psychodrama in the Teaching Situation," Sociatry, March, 1948, p. 390.

plex of psychodynamics in experiments involved so of the emotions in relationship to the activity situation.[17] Dunker, these endowed the psychodynamic values of the behavior-que by relating one that "role-playing can be under if items are learned in dynamic a psychodynamic, of-the-up-to-date and expression is essential."[18] Another writer on the subject that concerns:

> Personality is a function of the individual, and culture is a psychodynamic situation because of the emergency nature of this situation...Personality is an ability, and psychodynamics is a method thereby one can find out how much of the ability an individual has. Therefore psychodynamics, then, can be improved by individual's ability in role playing experiences.[19]

The psychodynamic events of the dramatics by using theory the sufficient substantially matter is to situation that it is a sound theory, and consequently is shown be included among the value situations in the role-playing situation.

Some of Experiments:

The educational value of role-playing that have been performed in educational backgrounds may be difficult for the layman to understand. Indeed experts in these experiments of good learning encounters the show points.

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[17] "Psychodynamics Play Theory in Development of Individual," Sociological Foundations of the Dramatic Elements of Children, Chicago, 1951, p. 101.

[18] Dunker, op. cit., p. 100.

[19] Jane D. Jordan, "Dynamics of Psychodrama in the Teaching Situation," Society, Acad. Press, 1948, p. 340.

and may be clearer, for the very reasons of richness in experience mentioned above.

Edgar Dale originated a "cone of experience" that presents a simple but clear picture of experience learning. He created a cone, based on direct, purposeful experiences, which gradually tapers off to a pinnacle of purely abstract learning. The cone, or pyramid, as it might be adapted for use in a leadership development program, is shown in Figure I.[20] The divisions of the cone are not rigid or inflexible. Instead, they overlap and blend together, and parts of all divisions may be required in order for the learner to acquire a complete and rich learning experience.[21] The theory is, however, that the best results will usually be obtained in areas closest to the base of the pyramid, and efforts should be made to utilize the divisions nearest the base whenever possible.

On-the-job experience and training form the base of the pyramid because they are "learning by direct participation with responsibility for the outcome."[22] It is generally accepted that "individuals learn best through firsthand experience,"[23] and what experience can be more

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[20] Dale, op. cit., Chapter IV contains a description of the cone as applied to general education.

[21] Ibid., p. 37.

[22] Ibid., p. 37f.

[23] Mendenhall and Arisman, op. cit., p. 62.

and only in clusters, for the very presence of elements in experience varitions above.

Hilgard calls originated a "sense of experience" that was-beside a single but vague phrase of experience learning. He created a sense, based on dissent, unexpected experiences, which practically issues off to a phenomena of merely existent learning. The case, or dynamic, is it might be assigned for use in a laboratory development procedure, is known in <u>figure 1</u>.[20] The relations of the zone are not right or inflexible. Instead, they overlap, are fluid concerns, and parts of all divisions may be required in order for the learner to acquire a complete and plan learning experiences.[21] The energy is, however, that the zone results will usually be obtained in areas closest to the zone of the problem, and efforts should be made to utilize the distance measure the zone whenever possible.

On-the-job experiences and training from the zone of the physical measure they are "learning in direct participation with responsibility for the outcome."[22] It is generally accepted that "individuals learn best through firsthand experiences,"[23] and that experiences are in some

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[20] Ibid. op. cit., Figure 1) depicting a description of the zone as applied to general education.

[21] Ibid., p. 37.

[22] Ibid., p. 37.

[23] Brookhart and Lehman, op. cit., p. 12.

FIG. I

THE PYRAMID OF LEARNING--AS APPLIED TO LEADERSHIP TRAINING

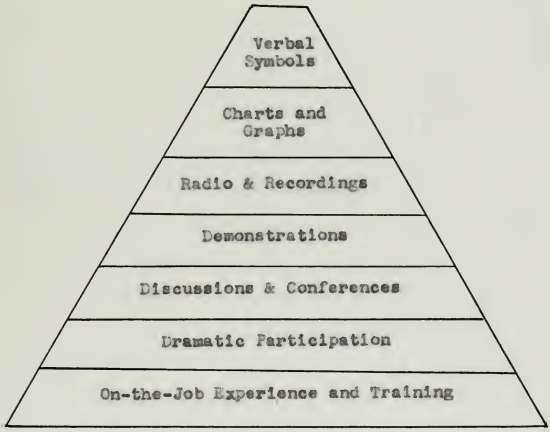
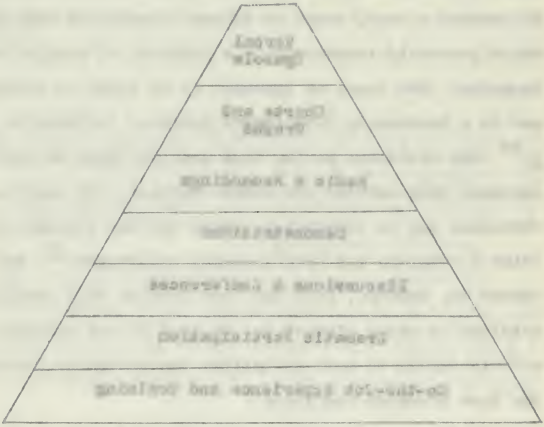


FIG. 1

THE PYRAMID OF LEARNING--AN A-FRAME TO CONSUMER SKILLS



direct than practical on-the-job experiences? The greatest difficulty with the direct methods comes from the high cost of learning mistakes in actual situations. It is usually more economical to educate students under less trying and costly conditions.

Role-playing, as a method of dramatic participation, is a member of the first division above the base. Dramatic participation allows the student to get as close as possible to realities that cannot effectively be reached firsthand. The student does the next best thing, without penalty for errors, in participating in reconstructed experiences. A distinction should be made between participation in dramatical situations and mere observation. Observation is a passive aid and belongs closer to the top of the pyramid.[24]

Demonstrations and discussions are passive measures, but have their legitimate place in most educational programs. It should be noted that most advocates of the role-playing technique suggest utilization of the method in conjunction with conference training or discussion meetings.[25]

The remainder of the divisions of the pyramid approach the abstract as they near the top, and the final stage of verbal symbols brings word "designations that have no re-

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[24] Dale, op. cit., p. 46.

[25] For example: the Harwood Manufacturing Company, see Modern Industry, July, 1948, p. 70.

direct than practical co-ed-job experiment. The problems difficulty with the direct methods stems from the high cost of learning patterns in social situations. It is usually more economical to educate students under less varied and costly conditions.

Role-playing, as a method of research participation, is a member of the first division above the line. Usually participation allows the student to get as close as possible to realities that cannot ethically be reached directly. The student sees the best that exists, almost usually for errors. In participating in reconstructed experiences. a distinction should be made between participation in dramatical situations and mere observation. Observation is a passive act and belongs closer to the top of the pyramid.[24]

Demonstrations and discussions are partly necessary, but are still inferior when in some educational programs. It should be noted that most elements of the role-playing technique support utilization of the method in conjunction with conference training or discussion sessions.[25]

The results of the divisions of the pyramid appears the clearest as they near the top, and the final steps of verbal symbols begins and "realizations that have no se-

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[24] Dale. op. cit.. p. 58.

[25] For another the Kennon Laboratories Company, see Source Industry. July. 1958. p. 70.

semblance to the objects or ideas for which they stand."[26] For example, the word "forcefulness" might be used in leadership training, but by itself it conveys no meaning to the learner if he has not acquired the experience necessary to put the word into useful action.

Summary:

In summary, educational authorities apparently believe that role-playing has a legitimate place on the educational scene. They indicate their acceptance by advocating its use in many fields, based principally on their opinions of the advantages of the technique, which they believe stem from observance of the fundamental principles involved in learning by doing.

PRACTICAL APPRAISAL

Training Practices:

With the roots of role-playing apparently well grounded in sound educational principles, the attitudes of practicing training authorities toward the technique are of importance.

Why do industrial concerns and military organizations concern themselves with training methods and educational

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[26] Dale, op. cit., p. 46.

confidence in the objects or ideas for which they stand.[26] For example, the word "democracy" might be used in inappropriate situations, but if itself is changed to mean the instant it has been accepted for occasions necessary to put the word into useful action.

Summary:

In summary, educational sociologists apparently believe that role-playing has a legitimate place in the educational scene. They indicate their experience by stressing the use in many fields, based primarily on basic objectives of the curriculum of the institution, which they believe stem from conference of the fundamental philosophies involved in learning by doing.

Practical Examples

Training Teachers

With the basis of role-playing apparently well grounded in some educational principles, the activities of prospective training authorities among the countries are of importance.

For an industrial concern and military organizations somewhat somewhat the training methods and educational

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[26] Lois. op. cit., p. 10.

theories? The answer to this question apparently comes from the realization of intelligent management that it must train employees and executives, whether formal training is conducted or not.[27] This conclusion is made by progressive organizations because they have found that on-the-job learning operates as a training program, at a relatively high cost, whether planned and controlled by management or not. They are also convinced that training is mandatory for any organization because the executives of the organization must train their subordinates in order to fulfill their supervisory responsibilities.[28] Intelligent management prefers to receive the maximum benefits for its training dollars through planned programs, so management strives for training that utilizes the most efficient techniques, and consequently gives the highest performance return at a reasonable cost.

Progressive management aims for methods that will develop in the learner the ability to "think for himself." The training director attempts to create a desire to learn in the operative or executive employee; and he utilizes active rather than passive measures to accomplish this,

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[27] Michael J. Jucius, Personnel Management (Chicago: Richard D. Irwin, 1951), p. 262f.

[28] Kenneth B. Haas and Claude H. Ewing, Tested Training Techniques, p. 3.

treatment. The answer to this question apparently comes from the predictions of individual performance that it most trains employees and accountants, whether formal training is conducted or not.[27] This predictation is made by prospective organizations because they have found that on-the-job training operations as a training program, at a relatively high scale, whether planned and controlled by management or not. They are also convinced that training is necessary for any organization because the weaknesses of the organization must match their contributions in order to fulfill their survival-theory responsibilities.[28] Independent management consultants in contrast are seldom concerned for the training motives through planned programs, as management expects the training for some critical to most efficient techniques, but correspondingly place the highest performance report as a reasonable goal.

Experienced management also for methods that will develop in the training the ability to "think like itself." The evaluation objective attempts to create a desire to learn in the experience on cumulative undertaken; and to utilize active methods that involve measures to accomplish this.

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[27] Alfred J. Toulon, Personnel Management (Chicago: Pitman D. Irwin, 1951), p. 2001.

[28] Kenneth F. Hess and James E. Ewing, Training Strategies Techniques, p. 3.

because experience has shown that adults resent learning from someone else through detailed instructions, reciting or demonstrating back, and memorizing details. Modern programs are therefore planned so that the learner's activity while under instruction closely approximates the activity of his present or future job, in order that the learner will be able to begin productive work as soon after completion of the training as possible.[29]

This objective of training furnishes management with an incentive to search for new and more efficient educational methods, and modern programs have benefited from the progression from verbal and written instruction, through visual aids, and into the demonstration and discussion fields of learning. The conference group technique is generally considered the most efficient commonly used method for executive development today,[30] although the lecture, movie, and demonstration are all blended into an effective whole in well balanced programs.

The desirability of including more "active" measures in training programs, and the necessity for continually

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[29] Halsey, Training Employees, pp. 18, 25, and 29.

[30] Earl G. Planty, William S. McCord, and Carlos A. Efferson, Training Employees and Managers, p. 181.

[illegible] [illegible] [illegible] [

adding variety and interest to classroom work,[31] have led to the inclusion of active techniques in many modern programs. The need for active learner participation in practical training programs stems from the main defect of the conference or discussion methods, in that activities are "talked about" rather than actually "doing." The discussions help understanding, but lack the ability to transmit behavior skills to the job.

Role-playing, as an active technique, has been recommended to training men as one method of correcting this discrepancy in the development of operatives and executives. The technique has been added to many types of skill training courses where human relationships are involved, especially in human relations and leadership programs, in an attempt to furnish the learners practical experience to activate the knowledge acquired through other mediums.[32]

Methods of Employment:

A concensus of the uses of role-playing in practical training programs indicates a fairly uniform pattern of

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[31] Grace Graham and Catherine Harty, "Group Methods in ROC(W) Classes," Naval Training Bulletin, November, 1951, p. 22.

[32] Alex Bavelas, "Role-Playing and Management Training," Sociatry, June, 1947, p. 184.

making variety and interest to classroom work,[31] have led to the inclusion of active techniques in many modern programs. The need for active learner participation in practical training programs stems from the main objects of the conference or discussion methods, in that activities are "related about" rather than actually "doing." The simulations help a participation, but lack the ability to transmit behavior skills as the job.

Role-playing, as an active technique, has been recommended to training men as one method of overcoming this disadvantage in the development of conceptual and analytical. The technique has been added to many types of skill training courses where human relationships are involved, especially in human relations and leadership programs. In an attempt to furnish the learners practical experience to activate the knowledge acquired through other methods,[32]

Methods of Implementation:

A consideration of the uses of role-playing in practical training programs indicates a fairly uniform pattern of

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[31] Grace Graham and Catherine Barry, "Using Methods in ADD(E) Classes," Level Training Bulletin, November, 1971, p. 22.

[32] Alex Pavlak, "Role-Playing and Management Training," Bookkeeper, June, 1971, p. 1ff.

employment.[33] The average training director becomes acquainted with the method through professional publications, periodicals, or hears of it at conventions, and, after a preliminary investigation he decides to use the technique on a trial basis.

Role-playing is often adopted as an interest gaining feature, to be used as an addition to the conference, discussion, or case methods of instruction; as such, it is normally used as a wedge to introduce a new subject at a training session. It is also used to emphasize points brought out through other methods, or to clear up controversies that arise during a meeting. Another method of employment calls for role-playing to follow one of the more passive measures to determine results of the earlier discussions or to provide a period of "doing" for the application of earlier learning. At the other extreme, the method is used as the foundation of group meetings, with discussions merely amplifying and clarifying points brought out during the skits.

Some organizations restrict the use of the method to

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[33] The pattern discussed is not a selected program from any particular company or the recommendation of any one authority or group of authorities on role-playing. It is intended as a representative sample of ways of employing the technique, taken from reports of actual users in diversified fields. Reports of individual programs are available in many of the publications listed in the bibliography.

employment.[33] The average training director becomes acquainted with the method through professional publications, psychologists, or users of it at conventions, and, after a preliminary investigation he decides to use the technique on a trial basis.

Role-playing is often adopted as an interest getting feature, to be used as an addition to the conference, discussion, or case methods of instruction; as such, it is commonly used as a means to introduce a new subject or a training session. It is also used to supplement training brought out through other methods, or to clear up misconceptions that arise during a meeting. Another method of employment calls for role-playing to follow one of the more passive measures to determine results of the earlier discussions or to provide a period of "testing" for the application of earlier learning. As the other extreme, the method is used as the foundation of group meetings, with discussions merely supplying and clarifying points brought out during the role.

Some organizations restrict the use of the method to

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[33] The problem discussed is not a selected problem from any particular company or the recommendation of any one authority or group of authorities on role-playing. It is included as a representative sample of ways of analyzing the technique, taken from reports of actual users in diversified fields. Reports of individual programs are available in many of the publications listed in the bibliography.

firstline supervisors, but others incorporate it into executive training at all levels, from the board of directors to the lowest supervisor. The varied uses apparently indicate considerable flexibility in the technique, as the users have applied the method in many ways with considerable success.

The characteristics of individual programs vary as widely as the uses, so that decisions regarding application usually depend on the objectives of the training or the opinion of the instructor. An examination of a specific program may disclose the use of any or all of the following, all of which have been used with reportedly good results:

1. Prepared Skits: Live or recorded, prepared and rehearsed skits designed to establish a receptive atmosphere in the classroom.

2. Warm-Ups: Prepatory discussions conducted by the conference leader to establish a receptive mood in the learners.

3. Prepared Situations: Prepared, but unrehearsed, skits. These are considered especially effective in introducing a subject or in testing the effectiveness of prior learning. The student actors may, or may not, be given prior notification of the role they are to portray.

4. Impromptu Situations: Spur of the moment situations, usually set up as a result of discussions in progress, or for the purpose of emphasizing a point.

5. Role Reversals: Actors portray one character and then reverse roles in order to gain an insight into the problems and attitudes of others.

6. Sound Recordings: Recordings are made of the skits, and are later used for self-development

[illegible] experiments, but others [illegible] is into cognitive exploits of all levels, from the level of direct-ness in the lower experiences. The series does exponentially indicate considerable flexibility in the learner, as the users have applied the methods in many ways with considerable success.

The conservative letter of individual accounts will no doubt be the norm, so that definitive evaluation applications usually depend on the objectives of the evaluator or the opinion of the instructor. An examination of a specific program for students who not at one or all of the following, all of which have been used also successfully good results:

1. Improved motivation: Life or recreated, improved and encouraged with deployed to stimulate a positive encounters in the classroom.

2. Improvement: Improved discovered understand by the discoveries leads to essential a reality. done in the learners.

3. Improved discussions: Improved, but unknowns, with. Other are considered especially effective in introducing a subject or in testing the effectiveness of prior learning. The student active may, or may not, be given peer evaluation of the role they are to portray.

4. Improvement discussions: Some of the second discussions, usually set up as a result of discussions in progress, or for the purpose of summarizing a point.

5. Role reversals: Students [illegible] the learners, and [illegible] role in order to help an in-[illegible] the problems and activities of others.

6. Sound recordings: Recordings are made of the [illegible], and are later used for self-development

of the learner or for group discussion purposes.

7. Motion Pictures: Motion pictures can be used in subsequent discussions to point out mannerisms and motions of consequence.

8. Multiple Situations: The group is divided into small groups and numerous skits are conducted at the same time in order to obtain a higher degree of participation. This is usually used in conjunction with sound recordings, so that discussions can be undertaken on common ground.

9. Problem Solving: Day to day problems introduced by members of the group from their current daily problems. These usually involve preparations for the handling of an actual critical situation within the organization.

10. Repeat Performances: Following a discussion of a skit, new actors may be selected to attempt a perfected performance, or the original participants may re-enact the scene.

Results:

The applications of role-playing in practical training situations although varied, have, nevertheless, brought comparable results. The initial reactions of training authorities vary from complete rejection to enthusiastic wholehearted acceptance. Perhaps a more representative and objective reaction than most was expressed by C. H. Broaded, of the Fisher Flouring Mills, Seattle, when he reported:

> Results so far achieved indicate that further study and experimentation should be very valuable and worthwhile. It is our intention to continue with this method to see if we cannot further enhance the value which we can receive from it.[34]

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[34] "A statement on the Practical Application of Role-Playing as a Training Device," Sociometry, February, 1951, p. 70.

of the learner or for group discussion purposes.

7. Role playing: Role playing can be used to encourage discussions or role-play situations and actions of consequence.

8. Multiple situations: The group is divided into small groups and everyone calls one member of the same group in order to obtain a group decision or participation. This is usually used in conjunction with other method procedures, so that discussions can be undertaken on common ground.

9. Problem solving: Use of any problems identified by members of the group from their current daily problems. These usually lead to preparation for the handling of an actual political situation within the organization.

10. Power Relationships: Following a discussion of a call, one action may be selected to attempt a particular performance, or the original material-means may re-enter the scene.

Analysis:

The applications of role-playing to political training situations always varied, but, nevertheless, produce measurable results. The initial reactions of training authorities may have complete relevance to contemporaries involved in conference. Perhaps a more representative and objective analysis than that was expressed by C. . Truesdell, of the Plains Trucking Office, Seattle, must be reported:

> Results so far achieved indicate that further study and experimentation should be very valuable and worthwhile. It is my intention to continue with this method to see if we could further improve the value which we are getting from it.[32]

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[32] "A statement on the practical application of role-playing as a training device," Southwestern, November, 1951, p. 70.

The various experiments lead to certain conclusions by the users. Their reports of resultant values are often vague because the results of human relations programs are often not readily visible, since such programs do not deal with concrete subject matter. Students have difficulty in explaining what they have learned, although they believe they "understand better," and it is evident that they become aware of the value of "attitudes" in handling particular situations.[35]

Some concrete results have been reported and are of value to the prospective user of the method. One company reports that a controlled experiment showed a 24% production increase for employees working under role-playing trained supervisors, against a 6% increase for employees under supervisors trained by more passive methods.[36] However, another controlled experiment, conducted with WAVE Officer Candidates at the Great Lakes Naval Training Center, failed to show significant increases in learning from the use of group methods, including role-playing, although the experiments did indicate that the technique promoted a high degree of student interest in comparison with the interest shown in the same subjects by controlled student groups.[37]

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[35] Ibid., p. 69

[36] Modern Industry, op. cit., p. 70.

[37] Graham and Harty, op. cit., p. 23.

The various experiments tend to indicate manifestations of the theory. Their records of residuals values are given value because the studies of human relations programs are often very highly placed, since very programs do not deal with nonhuman employed assets. Towards more differently in explaining what they were learned, although they believe they "understand nature," and it is evident that they acknowledge of the value of "attitudes" in predicting behavior attitudes.[35]

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[35] Lund, p. 69

[36] Human Industry, op. cit., p. 70.

[37] Gordon and Smith, op. cit., p. 29.

The results of other experiments verify this increase in student interest, both from instructor observation and student reports. One student commented, "I really felt as if I was handling an actual case," and another was elated because he felt he was "really doing original thinking."[38]

Reports indicate that student interest pays-off because it leads to efficient training in a shorter length of time, and this in turn to lower training costs. One sales training program has reportedly reduced training costs from $1500 to $2000 per man to $250 by replacing orthodox training with role-playing.[39] A valuable by-product to management has been reported because of the added leadership skill and knowledge gained by conference leaders.[40]

Reports of results indicate that groups have, at least to some degree, benefited from the predicted educational values discussed in the earlier section on theory. For example, there are frequent reports of learning to "do" as well as "know"; students have been reported as learning to help themselves and help each other; executives

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[38] Harold Wolozin, "Teaching Personnel Administration by Role-Playing," Personnel Journal, July-August, 1948, p. 109.

[39] Chase, op. cit., p. 104.

[40] Halsey, Training Employees, p. 6.

the results of other experiments verify data contained in previous listeners, some from instructor observations and student reports. One student commented, "I really felt as if I was handling an actual case," and another was elated because he felt he was "really doing, original thinking."[39]

Reports indicate that student interest sure-all be-cause it leads to efficient thinking in a shorter length of time, and this in turn to lower overall costs. The sales training program has repeatedly reduced training costs from $1,000 to about one-ten to $100 by replacing ordinarily training with role-playing.[40] A similarly productive to sales manual has been reviewed reduces of the added leadership skill and knowledge gained by participants believe.[40]

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[39] Jerome Bolanis, "Teaching Personnel Individualization by Role-Playing," Personnel Journal, July-August, 1964, p. 104.

[40] Ibid., op. cit., p. 104.

[40] Maier, Training Employees, p. 6.

have reportedly gained poise and self-assurance; flaws in the learners' conduct have been uncovered; public speaking has been improved through the use of recording systems; basic attitudes have been improved; mistakes that could have been expensive on the job have been prevented by showing the right and wrong way to handle situations; and, further training needs have been diagnosed through group discussions.

Reports indicating disadvantages and limitations of the educational values of role-playing have also been published. Users have found that poor or "dumb" students have been unable to profit from the instruction when in groups with better students; the embarrassment and rigidity of students has blocked learning on occasion; some experiments have failed because of a feeling of "child's play" on the part of the students; and, groups have been reported that became so involved in the plays that they lost sight of the training objectives.

Training authorities who have weighed these advantages and limitations generally agree that the combination of role-playing and subject material has been more effective than either method would have been by itself, and believe that a combination of both is essential to a good overall training program.

have frequently gained quite an self-awareness there in the learners' journey have been uncovered; while a number use some improvement strategy for use of remedial exercises which students have been incorrectly attempting that would have been acceptable on the job but were not useful in conveying the right and exact way to handle situations; and, further problem areas have been diagnosed through role-simulation.

Concerns including disadvantages and limitations of the educational values of role-playing have also been published. There have been those who see "drama" students have been unwilling to start; in fact, from the beginning some in groups also noted students; the nonparticipants and eligibility of students who displeased participating in sociodrama were easily more likely exhibit symptoms of a feeling of "guilty play" on the part of the students; and, groups have been concerned that because so involved in the plays some may lose sight of the original objectives.

Training authorities who have reported these advantages and disadvantages generally agree that the substitution of role-playing and subject material has been more effective than either methods would have been by itself, and believe that a combination of both is advisable as a good overall training process.

SUMMARY

The theoretical educational values of dramatic participation have been tested by practical training directors in hard-boiled, efficient, practical training situations in industry and the military. These training men were interested in results that would show quality, speed, interest, and flexibility. Their reports appear to justify the claims made for the educational values of role-playing by educators, and the reports thus open the door for a continued use of role-playing as a primary technique in executive training.

Training men have imposed limitations and restrictions on the use of the technique because they have discovered weaknesses that prevent its unlimited employment. In general, they consider role-playing as another valuable training method, to be used in conjunction with other valuable techniques, mainly to provide the "doing" considered essential in efficient training. Under these conditions, role-playing is generally considered a valuable and useful educational tool, featuring the quality, speed, interest, and flexibility required in training programs designed for executive development.

The method, then, appears sound in theory for military application, and the practical results obtained in military and industrial experiments provide an indication that simi-

Summary

The theoretical educational values of dramatic participation have been tested by practical training directors in hand-tailor, airplane, practical training situations in industry and the military. These training men were interested in results that would show quality, speed, interest, and flexibility. Their reports appear to justify the claims made for the educational values of role-playing by educators, and the reports show open the door for a combined use of role-playing as a primary technique in educative training.

Training men have imposed limitations and restrictions on the use of the technique because they have discovered weaknesses that prevent its unlimited employment. In general, they consider role-playing as another valuable training method, to be used in conjunction with other valuable techniques, mainly to provide the "doing" considered essential in efficient training. Under these conditions, role-playing is generally considered a valuable and useful educational tool, featuring the quality, speed, interest, and flexibility required in training programs designed for executive development.

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CHAPTER IV

THE JOB OF THE GROUP LEADER

INTRODUCTION

The problem under consideration in this study, as is the case with any problem, can only be solved if the major obstacles involved have been eliminated or reduced to an extent that will allow the accomplishment of objectives. It is the purpose of this chapter to locate the obstacles involved in the utilization of role-playing as an informal training technique, and to discover means for reducing or eliminating those obstacles.

Role-playing is apparently a sound educational method and an effective training tool, provided that classes are conducted in an efficient manner, and that the learners are properly motivated. These obstacles can be classified as problems connected with the job of the group leader of a program because the leader is the man responsible for the preparation for learning, the conduct of the training sessions, and the learning that results. Because of the importance of the instructor in the success of the method in training situations, this chapter has been devoted to a study of the problems connected with role-playing leadership.

CHAPTER IV

THE USE OF THE GROUP LEADER

INTRODUCTION

The problem under consideration in this study, as is the case with any problem, can only be solved if the major obstacles involved have been eliminated or reduced to an extent that will allow the accomplishment of objectives. It is the purpose of this chapter to locate the obstacles involved in the utilization of role-playing as an informal training technique, and to discover means for reducing or eliminating those obstacles.

Role-playing is apparently a sound educational method and an effective training tool, provided that dramas are conducted in an efficient manner, and that the learners are properly motivated. Three obstacles can be identified as problems connected with the job of the group leader of a program because the leader is the key responsible for the preparation for learning, the control of the training session, and the learning that results. Because of the importance of the instructor in the success of the method in training situations, this chapter has been devoted to a study of the problems connected with role-playing leadership.

The first section considers the problems connected with the selection and training of good leaders, especially as applied to military organizations at the command level. This is followed by a section that discusses problems concerned with the students themselves, including who should be trained and what should be learned. The actual job of the instructor in conducting a leadership course utilizing role-playing as a primary training method is covered in the third section, and the reports of users and the results of experimentation are used to furnish specific hints and cautions for a role-playing director.

Research for this chapter initially consisted of a review of the literature available. However, the scope of the problem and the diversified opinions expressed by leading authorities, indicated that actual experience was necessary in determining the job of the group leader in a military climate. As a result, a case study was conducted with students enrolled in the Naval Reserve Officers' Training Corps unit at the Ohio State University. The resultant conclusions, within limits of the study, formed a criteria for judgment on disputed points and for verification or rejection of opinions expressed by the various authorities who had written on the subject.

SELECTION AND TRAINING

Before investigating the job of the role-playing group

The first section considers the problems connected with the selection and training of good leaders, especially as applied to military organizations at the command level. This is followed by a section that discusses problems concerned with the students themselves, including who should be trained and what should be learned. The actual job of the instructor in conducting a leadership course utilizing role-playing as a primary training method is covered in the third section, and the purposes of users and the criteria of effectiveness are used to formulate specific items and conditions for a role-playing directory.

Research for this chapter initially consisted of a review of the literature available. However, the study of the problem and the diversified opinions expressed by leading authorities, indicated that formal experience was necessary in determining the job of the group leader in a military climate. As a result, a case study was conducted with students enrolled in the naval reserve officers' training corps units at the Ohio State University. The results and conclusions, which lends it the study, formed a suitable for judgment on disputed points and for verification or rejection of opinions expressed by the various authorities who had written on the subject.

SELECTION AND TRAINING

Before investigating the job of the role-playing group

leader, some attention must be paid to the selection and training of competent adult level teachers. The subject has been covered by means of a review of opinions of industrial training authorities, and those opinions have then been applied to the military situation as it exists at the local command level.

Who Should Teach?

The first problem in selection and training of instructors is concerned with the qualifications necessary for a good industrial or military teacher. There is a diversity of opinion regarding the qualifications needed. Some training authorities believe that teaching is a profession that can only be effectively performed by professional men; teachers who are familiar with the subject material, know how to teach it, and want to teach it.[1] Planty, McCord, and Efferson point out that there are no simple devices or short training programs which will make such a complex activity easy for the average professional business man. They feel that the necessary ability is part of the art and science of teaching and can seldom be expected from specialists in other fields.[2] They further emphasize the advantages of using professional trainers

[1] Planty, McCord, and Efferson, op. cit., p. 45.

[2] Ibid., p. 41.

leader, some attention must be paid to the selection and training of competent adult level workers. The subject has been covered by means of a series of seminars of industrial training authorities, and those seminars have been applied to the military situation as it exists at the local command level.

The Ground Tangle[1]

The first problem in selection and training of leaders is concerned with the qualifications necessary for a good industrial or military leader. There is a diversity of opinion regarding the qualifications needed. Some training authorities believe that leadership is a predisposition which can only be effectively performed by professional men; students who are familiar with the subject material, know how to lead it, and want to teach it.[2] Plainly, however, not everyone joins not just there are no simple devices or model training programs which will make such a complex activity easy for the average instructional machinery men. They feel that the necessary utility is part of the art and science of teaching and can neither be separated from specialists in other fields.[3] They therefore emphasize the advantages of using professional leaders

[1] Plainly, Ralford, and Silverson, op. cit., p. 17.

[2] Ibid., p. 17.

by indicating that nonprofessionals cannot be turned into professional caliber teachers by offering them a few ten or twenty or even hundred hour courses in teaching.[3]

The other extreme is presented by authorities who believe that all practical adult level training should be conducted by operating executives, on the theory that "training is an integral part of the management function and cannot be easily delegated."[4] The proponents of this theory believe that the trainer does not need to be a professional teacher; he is a trainer by the very nature of his job -- people work for him, and he must train those people.[5] Maclin and McHenry point out that "it has been found that good supervisors almost invariably make good leaders when trained in conference techniques and after some practice."[6] They believe the underlying reason for this lies in the fact that the characteristics of a good instructor are identical with those required of a good supervisor.[7]

A third opinion on the "who should teach" problem is based on a middle of the road policy in an attempt to

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[3] Ibid., p. 45.

[4] Savelas, op. cit., p. 191.

[5] Haas and Ewing, op. cit., p. 2.

[6] Conference Leader Training, p. 17.

[7] Loc. cit.

by indicating that supervisorship cannot be viewed as a professional military business by offering them a few men or twenty or even numbers have meanings in themselves.[5]

The other extreme is presented by authorities who believe that all practical adult level training should be conducted by operating managers, on the theory that "training is an integral part of the management function and cannot be easily delegated."[6] The proponents of this theory believe that the trainer does not need to be a professional teacher; he is a trainer by the very nature of his job -- people work for him, and he must train those people.[7] Smith and Mahoney point out that "it has been found that good supervisors almost invariably make good leaders when trained in conference techniques and other sound practice."[8] They believe the underlying reason for this lies in the fact that the characteristics of a good leader-boss are identical with those required of a good supervisor.[9]

A third solution to the "who should train" problem is based on a study of the road policy in an attempt to

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[5] Ibid., p. 65.

[6] Hersker, op. cit., p. 191.

[7] Shaw and Taylor, op. cit., p. 9.

[8] Conference Leader Training, p. 17.

[9] Loc. cit.

utilize the advantages offered by both the professional teacher and the executive. Authorities recommending this approach believe that professionals may be necessary for the introduction of a new training technique, and for the instruction of supervisors in teaching methods;[8] but, they also believe that the line executive is capable of conducting a normal program, and they recognize the advantages that may accrue to the trainer himself, because of his experiences in teaching.[9] These authorities view the role of the professional trainer as one of consultation; they believe he should help management to plan, organize, and control the program, but that he should not enter directly into the training phase.[10]

The problem of instructor selection in the military has been answered by the establishment of definite policies in the various branches of the armed forces. The Marine Corps, for example, states that one of the primary objectives of training programs will be that of preparing the trainee for later duty as an instructor.[11] This attitude has developed because a basic philosophy of military

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[8] For example: John M. Pfiffner, The Supervision of Personnel (New York: Prentice-Hall, 1951), p. 438.

[9] For example: Halsey, Training Employees, p. 6.

[10] Bavelas, op. cit., p. 191.

[11] Marine Corps General Order 83, paragraph 5b(2), 24 January, 1951.

utilize the advantages offered by both the professional teacher and the educative, developmental classroom. Some educators believe that professionals may be necessary for the introduction of a new curriculum techniques, but the involvement of supervisors in teaching activities[8] can, they also believe that the line authority is capable of conducting a normal program, and that programs the supervisor can only enhance by the further dilemma, because of his experience in teaching.[9] These authorities also see role of the professional teacher as one of communication; they believe he should only participate in plan, organize, and control the program, but that he should not enter directly in the teaching cycle.[10]

The problem of instructor selection in the military has been answered by the establishment of definite criteria in the various branches of the armed forces. The Marine Corps, for example, states that one of the primary qualities of leading personnel will be that of providing the setting for later duty as an instructor.[11] This activity-task has developed because a clear definition of military

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[8] Ray Alexander, John R. Little, The Supervisor of Personnel (New York: Prentice-Hall, 1951), p. 130.

[9] Ray Alexander Miller, Leading Conference, p. 6.

[10] Ibid., op. cit., p. 102.

[11] Marine Corps Manual Order 80, Paragraph 3013, 20 January, 1951.

leadership says, "Every officer is a teacher. The greater his proficiency as a teacher, the greater his efficiency as an officer. This has been true in all armies and for all time."[12] Therefore, philosophy and policy dictate the course of action necessary in establishing role-playing as a leadership training technique in military circles. Qualified teachers are often available, and they may be called upon to introduce the technique and to prepare military men as trainers, but most, if not all, of the classroom instruction will necessarily be performed by officers from the organizations involved.

Training Instructors:

After instructors have been selected for a training program, they must be taught appropriate and efficient training methods for classroom use. The first important step is to determine what and how much the prospective instructors must learn before entering the classroom. This can be accomplished by (1) determining the abilities necessary to conduct an effective role-playing program, (2) by measuring the present abilities of the prospective trainers, and (3) by measuring the difference between these elements.

Role-playing instruction consists primarily of teach-

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[12] L. A. Pennington, R. B. Hough, Jr., and H. W. Case, The Psychology of Military Leadership (New York: Prentice-Hall, 1943), p. 9.

leadership says, "Every effort is a failure. The leader has confidence in a success, he guarantee his efficiency as an officer. This has been true in all armies and for all time."[12] Therefore, philosophy and policy should be the source of action necessary in establishing role-playing as a laboratory training technique in military studies. Quantitive techniques are often available, and they may be called upon to introduce the technique and to measure efficiency and benefits, but most, if not all, of the classroom instruction will necessarily be performed by officers from the departmental level.

Training Instructors

After instructors have been selected for a training program, they must be taught approximate six efficient training methods for classroom use. The first important step is to determine what and how much the prospective instructors must learn before starting the classroom. This can be accomplished by (1) determining the statistics necessary to conduct an effective role-playing program, (2) by measuring the overall suitable of the prospective trainers, and (3) by measuring the differences between these elements.

Role-playing instruction involves intensity of teach-

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[12] J. A. Donnighen, R. R. Roush, Jr., and J. R. Lane, The Techniques of Military Leadership (New York: Prentice-Hall, 1962), p. 7.

ing methods concerned with conference and discussion leadership, but it is also concerned with special techniques applicable to the method exclusively. The would-be instructor must be given special attention; even qualified teachers must learn the additional techniques involved before they can hope to obtain satisfactory results.[13] Most military officers have been exposed to teaching situations, and their abilities will differ in proportion to their past experience and personal abilities. Each group would have to be considered separately to determine their needs before setting up a definite program to qualify the officers for role-playing leadership. Some authorities have suggested that the measurement can be undertaken through the use of role-playing situations, and the subsequent instruction designed to eliminate the deficiencies noted.

Users of role-playing report excellent results in developing instructors for many educational programs through the use of role-playing itself.[14] The U. S. Navy schools for instructors employ the practice demonstration technique

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[13] Tyler, op. cit., p. 142.

[14] Chris Argyris, Role-Playing in Action, p. 3, reports the use of role-playing in practice teaching in such diversified industrial fields as lathe and drill press operation, drafting, and mathematics. The National Education Association has trained teachers in the use of role-playing through the use of the method itself; they have produced a film, "Role-Playing in Human Relations Training," for this purpose.

[illegible] supervisors plan conferences and discussions in advance, but it is also concerned with special conditions applicable to the persons participating. The conference atmosphere must be given special attention, since inhibitions [illegible] the conferees must learn the conference techniques, [illegible] before they can hope to obtain satisfactory results.[13] Most military officers have been exposed to personnel situations, and their abilities will differ in proportion to their past experiences and personal abilities. Most people should have to be conditioned gradually to participation than those before getting up a definite program to modify the attitudes for role-playing instructors. Some instructors have suggested that the psychodrama can be introduced through the use of role-playing situations, and the corresponding introduction designed to eliminate the difficulties arise.

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[13] Tyler, op. cit., p. 152.

[14] For a example, Role-playing as [illegible] p. 9, provides the use of role-playing in practice teaching in such diversified fields industrial fields as [illegible] and will [illegible] operation, drafting, and mechanics. The national education association also the training techniques in the use of role-playing through the use of the method itself; they have produced a film, "Role-playing in human relations training," for this purpose.

as the primary training tool in the preparation of future navy instructors for teaching assignments in many varied fields.[15] Alex Bavelas, of M.I.T., has experimented with the development of role-playing leaders, and reports:

> Attempts to train individuals to direct role-playing yield very questionable results when reliance is placed on lectures, demonstrations, and trainers' manuals. Experience indicates what should have been self-evident: that the directing of role-playing can best be taught by the use of role-playing itself.[16]

Bavelas also indicates that formal classes for the development of instructors are not essential, if the future directors have adequate teaching ability in other methods and a good general background. He reports that one group of plant managers, who were using the technique for self development, spontaneously began using the method with their own subordinates with excellent results.[17]

These experiences indicate that, regardless of previous experience, leaders can usually become proficient role-playing directors by leading role-playing sessions. If this is true, an attempt to introduce the technique in a command situation would require: (1) A measurement

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[15] A visit by the author to the Naval Air Technical Training Command, Memphis, Tenn., showed that graduates of the instructors' school were being utilized in all aviation technical fields, and in general background courses as well.

[16] Bavelas, op. cit., p. 190.

[17] Loc. cit.

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[15] A visit by the author to the Bell Air Conditioning Training Command, Memphis, Tenn., showed that graduates of the instructors' manual were being utilized in all aviation technical fields, and in general management courses as well.

[16] Davelos, op. cit., p. 190.

[17] Ibid. cit.

of the present teaching abilities of the group and a survey of their general leadership experience, and (2) a series of role-playing sessions especially designed to qualify each student as a future classroom leader in the technique. The introductory sessions of a series would be designed to bring members of the group up to the desired teaching level. Each officer should roughly acquire a working ability and knowledge of the subject comparable to the material discussed in the remaining sections of this chapter.

THE STUDENTS

The role-playing instructor, once selected and trained, must consider his prospective student group before actually commencing classroom instruction. He must learn the needs of the students, develop motivation, learn to build effective student groups, and determine the type of subject material that will be appropriate for the group's use.

Student Motivation:

One training authority has stated that no training program has ever amounted to anything unless the students were sold on it, either at its inception or shortly thereafter.[18] This statement indicates the importance of

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[18] Alfred M. Cooper, Employee Training, first edition (New York: McGraw-Hill Book Company, 1942), p. 33.

of the present learning abilities of the group and a survey of their general instructional experience, and (2) a series of role-playing sessions adequately designed to qualify each student as a future classroom leader in the techniques. The improvisatory sessions of a series would be assigned to bring members of the group up to the desired teaching level. Each office should roughly evidence a working ability and knowledge of the subject comparable to the material discussed in the consulting sessions of this chapter.

The Students

The role-playing instructor, once relieved of teaching duty, would be particularly free to work with students individually classroom instruction. It would index the basic of the students, having surveyed, learn to build attractive material that will be appropriate for the group's use.

Student Evaluation

The training authority has stated that to training program has ever accounted to anything unless the students were told on it, either on its innovations or merely concerning.[16] This statement indicates the importance of

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[16] Alfred E. Conner, Exploring Training, First edition (New York: McGraw-Hill Book Company, 1962), p. 32.

student motivation to the teacher. He must learn to what extent the students are initially motivated to learn, and he must know how to increase and/or maintain that motivation.

It has often been assumed that military leaders and industrial executives are smug and over-confident in their abilities, and that they resist training. Experience has shown that this is not the case; somewhat surprisingly, it has been found that leaders do realize their shortcomings and want to improve themselves through training.[19] It can be assumed, then, that a group will have initial interest, although it may not be evidenced by their behavior. The instructor must attempt to draw this interest into the open, through learning students' "felt needs," and then concentrating early training on those needs.[20]

It has been said that "interest is the sparkplug that starts the machinery of learning."[21] The role-playing director apparently has a valuable interest gaining asset at his disposal in the method itself, but this interest gaining feature can fall flat if the instructor fails to carry out each part of every session with zest and thoroughness. Interest and motivation must be a continuing process

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[19] "Highlights for the Executive," from Company Programs of Executive Development, Studies in Personnel Policy, No. 107 (New York: National Industrial Conference Board, 1950).

[20] Bavelas, op. cit., p. 186.

[21] Haas and Ewing, op. cit., p. 73.

student motivation is his teacher. He must learn to know exactly the students' intellectual motivation to learn, and he must know how to increase another motivation that motivates him.

It has often been assumed that military leaders and industrial executives are long run non-conformists in their utilities, and that their yields involve. Experience has shown that this is not the case; economist empirically, it has been found that leaders do realize their shortcomings and want to improve dynamics through training.[19] It can be assumed, then, that a group will have initial interest, although it may not be evidenced to their behavior. The instructor must attempt to draw this interest into the open through learning stimulant "fair game," and then continuing with early training on these needs.[20]

It has been said that "interest is the gravitation that starts the machinery of learning."[21] The relationship director apparently has a minimal interest pattern except at his interest in the method itself, but this interest gradual factors can fall if he the instructor fails to carry out each part of every session with zest and discussions. Interest and motivation must be a continuing process

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[19] "Highlights for the Executive," from Company Programs of Executive Development, Studies in Personnel Policy, No. 167 (New York: National Industrial Conference Board, 1961).

[20] Harvel, op. cit., p. 102.

[21] Hoke and Ewing, op. cit., p. 73.

in order for the program to be effective. The instructor can hold, and even increase, the initial interest sparks by:

1. Selecting "live" situations, for which there is apparent need and understanding;
2. Making it clear that the subject is important by citing cases and problems; and,
3. Keeping the sessions "on the beam" through control of discussions.[22]

Student Grouping:

Effective grouping of students into homogeneous classes is generally a factor in developing and maintaining student motivation and interest. On the surface it might appear that a vertical grouping would allow a better interchange of ideas, but restricted communications and the more pressing need of solving problems of immediate importance to the students discourage vertical grouping.[23] Experience has shown that persons with like responsibilities and persons with approximately the same rank make the best student groups. In addition to restricted discussion, there is a factor that almost prohibits the use of vertical grouping; the junior officer, a second lieutenant for example, cannot possibly put himself into the shoes of a four star general

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[22] Maclin and McHenry, op. cit., p. 18.

[23] Ronald Lippitt and Leland P. Bradford, "Role Playing in Supervisory Training," Personnel, May, 1946, p. 366.

in order for the program to be effective. The instructor can hold, and even increase, the initial interest simply by:

1. Selecting "life" situations, for which there is apparent need and understanding;

2. Making it clear that the subject is important or within some real environment;

3. Keeping the reaction "so-the-hell" through control of alternatives.[22]

Guided discovery:

Effective grouping of students into discussion classes is generally a factor in developing and maintaining student motivation and interest. In the context it might appear that a vertical grouping would allow a better interchange of ideas, but restricted communications and the more prominent role of solving problems of immediate importance to the students diminish vertical learning.[23] Experience has shown that persons with like responsibilities and problems with approximately the same read only the best student group. In addition to overlapped discussions, there is a tendency that almost invariably the use of material prepared for junior office, a second language for example, should usually be already known to the extent of a low grade general

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[22] Smith and Moberg, op. cit., p. 70.

[23] Donald Bigelsd and Lloyd F. Hawkins, "Using Discovery Learning," Personnel, Oct. 1960, p. 266.

and understand how that man feels. The top commander and his position are in reality no more than a symbol to the young leader just starting up the executive ladder. Occasional vertical grouping may be desirable in order for the junior man to understand his relationships with the "top brass," or to start his thinking toward ultimate objectives, but it is not believed advisable as a general rule.

A three or four level training program is usually considered desirable in an organization. In a large military command this might include a grouping of high ranking unit commanders, another of staff personnel, and a third of junior officers within the squadrons or battalions of the organization. Each of these groups has objectives peculiar to its particular status; the top commanders are primarily interested in problem solving; the staff group in both problem solving and self-development for future assignments; and the junior officers in general executive development,[24] although elements of both problem solving and development enter into the training plans of all the groups. Lippitt and Bradford suggest that the desired understanding of the other fellow's feelings and problems can still be accomplished by these horizontally separated groups. They advocate the use of mimeographed notes on each session,

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[24] Miller, op. cit., p. 50.

and moderation has been lost.[illegible] The top economic and
life positions are in reality so that this a system in the
young leader just starting on his economic career. Educa-
tional mobility operating only to facilitate in order for the
leaders and so conversant his relationship with the "lay
brass," or to share his climbing toward bitter objectives,
but it is not believed probable as a general rule.

A times or from level evaluator program is usually some
closed materials in an [illegible]. In a large military
command this might include a procedure of plan reading and
[illegible], another of staff [illegible], and a study of
[illegible] affiliations within the [illegible] or [illegible] of the
organization. Each of these provide the motivational [illegible]
in the particular student, for our [illegible] are primarily
interested in [illegible] building the staff [illegible] to [illegible]
[illegible] building and [illegible] the [illegible] [illegible]
and the [illegible] affiliations in [illegible] [illegible],[illegible]
[illegible] of [illegible] building and [illegible]
[illegible] the [illegible] [illegible] of all the [illegible]. [illegible]
and [illegible] [illegible] that the [illegible] [illegible] of
the [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
[illegible] by [illegible] [illegible] [illegible] [illegible] [illegible]
[illegible] the [illegible] of [illegible] [illegible] [illegible] [illegible].

[illegible], op. cit., p. 30.

which would be exchanged between groups, thus creating an additional channel of communications.[25] Where practical, an occasional vertically grouped session might be advisable to personalize the relations between levels and to indicate the continued backing of top management.

The Subject Matter:

The primary interests of the various strata of learners suggests the subject matter with which the teacher should be concerned; problem solving, insight, and the principles of leadership. Each of these should be applied through appropriate situations to the primary functions of all executives: planning, organizing, and controlling.[26] Situations can be drawn from the past experiences of the students themselves, from the incidents that arise in their day to day work experiences, or hypothetical situations can be utilized.[27] The groups could and probably should utilize "experience" situations to the extent of their experiences, but hypothetical cases could be called upon when the experience level of the group is low, or

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[25] Lippitt and Bradford, op. cit., p. 360.

[26] Davis, op. cit., p. 154f.

[27] Actual situations from day to day experiences are probably the only answer to problem solving conferences. Top managers, in particular, would not be willing to use hypothetical cases--they are busy men, concerned with important everyday problems that must be solved now.

ality would be expressed between persons, then resulting in additional personal or personality-plus. Some questions, or conclusions, essentially personal results which be attributable to personalize the relations between levels and be instance the constituent results of any measurement.

The Judges Answer:

The primary interests in the various items of instrumentation the analyses answer with well, the primary should be concerned personal-plus solution. Indeed, and the principles of leadership. Both of these should be applied through appropriate situations to the primary functions of all absolutist: planning, organizing, and controlling.[26] Situations can be drawn from the best experiences of the students themselves. From the instructor some value in their day to day work experiences, or experimental situations can be utilized.[27] The course could and probably should utilize "simulated" situations in the absence of their experiences. But experimental items could be valid upon what the experience level of the group is low, or

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[26] Litwin and Stringer, op. cit., p. 240.

[27] Davis, op. cit., p. 1047.

[27] Actual situations from day to day experiences are probably the only answer to problem solving conferences. For students, it particular, would not be willing to use hypothetical cases--they are busy men, concerned with important everyday problems that must be solved now.

when it is desired to put across a particular point.

In the selection of problem or training areas it is generally recommended that the suggestions come from the students themselves. One method that has been suggested calls for the instructor to utilize an early meeting for the purpose. He encourages the group to list the reasons why they are not able to operate at full efficiency on their jobs. This listing provides student motivation and creates group interest. The list is usually long, but can be reduced by grouping the complaints into general classifications, which can be drawn upon for suitable action situations.[28] Other suggested methods of situation selection include the use of questionnaires, student panel suggestions, and selections by the group leader. The latter may be the only satisfactory method available when dealing with low-experience groups.

A few cautions are necessary in the selection of situations. Role-playing is sometimes used for therapy, but this requires the talents of a trained specialist and is beyond the capabilities of the average instructor.[29] Another danger results from the use of situations that are based on problems which are beyond the authority of the group. This may cause unhappy feelings within the group;

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[28] Lippitt and Bradford, op. cit., p. 366f.

[29] Argyris, op. cit., p. 2.

when it is desired to see where a particular point.

In the selection of models or building cases it is generally recommended that the instructor chose from the standards themselves. One method that has been suggested calls for the instructor to utilize an early meeting for the purpose. He encourages the group to list the reasons why they are not able to concentrate at full efficiency on their job. This listing provides students motivation and serves group interest. The list is usually long, but can be reduced by grouping the complaints into general classifications, which can be given more or without written criticisms.[20] Other suggested methods of class discussion include the use of questionnaires, student small movements, and selection by the group leader. The lecture mo. is the only satisfactory method available when dealing with inexperience groups.

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[20] Lippitt and Gordon, op. cit., p. 360.

[21] Lippitt, op. cit., p. 2.

the objective is not "problem changing" or "problem creation," but rather "problem understanding."[30]

In any session the principles of leadership should be brought out and emphasized. As noted in the chapter concerned with educational values, the particular situation under consideration is only of importance at the moment, but the application of sound principles determines the long run values of the instruction. Insight of the other fellow's feelings is also of importance to every group in order for the students to understand why the other man reacts in the way he does in a particular situation.[31]

In general, the subject matter required for a program will depend upon the leadership development policy in effect. The actual selection of situations depends upon the experience level of the group, the problem that is under consideration, the principles that the leader desires to emphasize, and the time available for preparation and presentation. The governing principles would be that the material must either consist of a real life situation, or must be as nearly like a real life situation as possible; that it must be appropriate for the group concerned; and, that it must involve the actions and/or verbalizations of people.

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[30] Ibid., p. 21.

[31] Ibid., p. 6.

the objective is not "problem absorption" or "problem succession," but rather "problem understanding."[30]

In any assessing the principles of leadership should be thought out and encouraged. As order is the complex interested with educational values, the particular situation under consideration is only of importance as the moment, but the application of sound principles determines the long run values of the instruction. Instead of one other teacher's feelings is also of importance to every group in order for the students to understand why the other man made in the way he does in a particular situation.[31]

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[30] Ibid., p. 32.

[31] Ibid., p. 6.

TEACHING ROLE-PLAYING

The similarity between the role of the role-playing director and the leader of a conference or discussion type group has been mentioned in connection with the training of future teachers. The similarity is even more apparent in the conduct of classes. It is the opinion of many of those who have used the role-playing technique, however, that there are additional important elements connected with the trainer's role; elements that cause the method to be more difficult to handle effectively.

The job of the conference or discussion leader has been the subject of many studies, and there are a number of texts available that adequately deal with the subject.[32] For that reason, the parts of the teacher's job that parallel those of a conference group leader have not been covered in detail in this study. The additions to the leader's job, those that are peculiar to the use of role-playing, and variances from normal conference or discussion group leadership techniques, have been considered under three of the major phases of the teacher's job: Preparation and Planning, Conduct of Sessions, and Follow-up. The hints and cautions listed are

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[32] Maclin and McHenry's Conference Leader Training, and Mussman and McFee's Techniques of Conference Leadership are recommended for a clear and complete explanation of this portion of the role-playing director's job.

TECHNIQUES ROLE-PLAYING

The similarity between the role of the role-playing director and the leader of a conference or discussion type group has been mentioned in connection with the training of future teachers. The similarity is even more apparent in the conduct of classes. It is the opinion of many of those who have used the role-playing technique, however, that there are additional important elements connected with the trainer's role; elements that cause the method to be more difficult to handle effectively.

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[32] Bolin and Bakemeyer's Conference Leader Training, and Bossman and Ritz's Techniques of Conference Leadership are recommended for a clear and complete explanation of this portion of the role-playing director's job.

a result of a concensus of the literature available, and conclusions, within limits of the study, developed from the results of the N.R.O.T.C. case study conducted on the job of the role-playing leader.

Preparation and Planning:

The preparation and planning phase is concerned with the establishment and clarification of lesson objectives, limiting the scope of discussions, and with the progress of thought from one phase of the topic to another.[33] Role-playing instructors warn that the method is in no way a time saver or substitute for good teaching. They have found that careful preparation and planning are essential to success.[34] The primary considerations of the phase include the planning of physical arrangements, the outline of sessions, and the selection of situations.

Physical arrangements: In addition to the rules of conference leadership, the role-playing director must pay attention to the following:

1. Normal class size should be from twelve to fifteen, with outer limits of eight to twenty. Additional students retard participation and discussion, fewer limit the variety of information, viewpoints, and experiences available. An exception would be in sessions concerned with problem solving, where as few as two students can effectively use the technique.

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[33] Mussman and McFee, op. cit., p. 6.

[34] Graham and Harty, op. cit., p. 23.

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Preparation and Planning:

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[35] Bassett and Bates, op. cit., p. 6.

[36] Brown and Lewis, op. cit., p. 5.

2. Conference and discussion groups recommend that meetings last from one-half hour to two hours. Experience in role-playing has shown that successful results have been obtained within those limits, but that shorter periods are only satisfactory for problem solving or for short impromptu situations. Classes should ordinarily last from one-and-one-half to two hours. Student fatigue and loss of interest are dangers in the longer periods.[35] Perhaps the determining factor should be the situation itself.

3. Most authorities believe that classes should not meet oftener than once a week or biweekly. They suggest that monthly meetings are to be preferred rather than daily. This pattern is apparently advisable because frequent repetitions seem to cause a loss of student interest. Groups concerned with problem solving may violate this restriction because student interest is assured by the nature of the problems being considered. The problem type sessions can be held as often as vital problems arise, daily or hourly if necessary.

4. The instructor must plan his use of the method; he must know when to use it, and when other methods would be better suited for his purposes. An experienced student group which is familiar with the technique learns to recognize suitable situations, but in many instances the introduction must be planned ahead or noted during discussion periods. The National Training Laboratory of the NEA suggests that role-playing be used when a situation meets the following conditions:

   (a) The scene should reveal or deal with a valid problem in human relations.

   (b) The problem should be clear, single, and specific; it should never include related problems.

   (c) It should be one the group is capable of acting out; i.e., one in which the players

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[35] In this connection, it has been found that situations should not be "left in mid-air" between class sessions because of the loss in student interest.

9. Underscore and discourage groups encouraging that meetings last three one-half hour to two hours. Experience in role-playing has shown that successful problem solving has been achieved within that time limit, but that shorter periods are only satisfactory for problems involving or for about improving situations. Groups should ordinarily last three hour-and-one-half to two hours. Groups feelings and loss of interest are damaging to the longer meetings.[35] Perhaps the determining factor should be the situation itself.

10. Most workmen believe that observer should not take offense that role a week or longer. They suggest that monthly meetings are to be preferred rather than daily. This perhaps is experimentally debatable because frequent reactions seem to cause a loss of observer interest. Groups some period with problem solving may relative role performance because observers interest is maintained by the nature of the problems being considered. The problem type meetings may or may not be other as vital problems arise, daily or weekly if necessary.

11. The instructor must plan his use of the problem so that some also to see it, and also other methods would be better suited for his purposes. In experiment studies group which in instructor with the technique learns to recognize similar situations, but in many instances the instructor must be changed based or model during discussing problem. The national training laboratory at the has suggested that role-playing be used when a situation meets the following conditions:

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(b) The problem should be clear, simple, and manageable it should have include related problems.

(c) It should be one that group is capable of solving; i.e., one in which the observer

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[35] In this connection, it has been found that role-plays should not "fade in intensity" between class meetings because of the loss in student interest.

> can understand how the characters might feel, and will be meaningful to the audience.[36]

The outline: The leader of a role-playing class is interested in student action in the classroom. He, like the conference leader, is attempting to "pull out" learning rather than to "pour it in."[37] His outline should correspond to that of the conference leader, but should be more flexible in order to allow for "retakes" or the adoption of impromptu skits during the meetings. The general preparation outline should include:

1. Statement of objectives of the session.
2. Setting up the role-playing situations.
3. The acting itself.
4. Notes for the development of discussion.
5. Notes for the concluding remarks.

Conduct of Sessions:

In the classroom the instructor must be continually on his toes. It is in this phase of the teaching job that the teacher utilizing dramatic presentations must not only demonstrate his ability as a competent discussion group leader, but must also add something new; he must become a "producer," "director," and often a "playwright." The conduct of

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[36] Quoted in Bert and Frances Strauss, New Ways to Better Meetings, p. 103.

[37] Maclin and McHenry, op. cit., p. 48.

> ...you understand, you the observers, what is that, and will be receptive to the outcomes.[36]

The outcomes. The leader of a role-playing class is interested in student growth in the classroom. As, like the conference leader, he attempts to "call out" learning rather than to "pour it in,"[37] his setting should contained be that of the conference leader, but should be more flexible in order to allow for "process" or the activities of improvement going during the meeting. The general learning-action setting should involve:

1. Statements of objectives of the session.
2. Getting up the role-playing situations.
3. The acting (real).
4. Notes for the evaluation of discussion.
5. Notes for the concluding remarks.

Conduct of meetings

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[36] Gordon in Lerr and Crosson "Classroom Discussion and Role Playing" p. 107.

[37] Martin and Kennedy, op. cit., p. 64.

sessions phase can be broken down into three parts: acting, discussion, and the reaching of conclusions. The techniques involved in conducting discussions and closures directly parallel those used in a conference or discussion class, although the discussions often become intermingled with action. The rules of good conference procedure apply, and the hints and cautions listed below are, therefore, primarily directed toward the action periods of role-playing meetings.

> The leader as a producer: The trainer must have a receptive audience before learning can begin. A meeting has little chance to succeed if the group appears listless and dull, so the instructor must prepare the student group by establishing informal atmosphere and receptive student attitudes. One common device for accomplishing this is through the use of a short snappy warm-up talk designed to get students in the proper mood to learn. Another common method is to open the meeting with a short rehearsed skit, one with a definite punch line that will create immediate interest.

> The leader as a playwright: The situations to be used may be selected by the students or the instructor. In either case, however, it has been found that the teacher must create the roles to be played, else the students may fail to identify the parts and get in the spirit of the action. The length of each skit is important too. Ordinarily, a four or five minute drama is sufficient, but longer situations may be appropriate under certain circumstances.

> The leader as a casting director: There are definite problems connected with the selection of students for the parts to be played in various situations. In the beginning the instructor probably should choose the students who will most likely play the roles satisfactorily; i.e.,

sessions please can be broken down into three parts: motivation, discussion, and the practice of conclusions. The techniques involved in conducting discussions can choose directly specific times used in a conference or seminar class, although the discussion often become interwoven with action. The rules of good conference procedure apply, and the skills and conditions listed below are, therefore, primarily directed toward the action tasks of role-playing and analysis.

The leader as a producer: The teacher must have a productive audience before learning can occur. A meeting has little chance to succeed if the group members listless and dull. So the instructor must prepare the student group by establishing informal atmosphere and receptive student attitudes. One method develop the accomplishing skills in growing the use of a short energy warm-up exercise designed to get students in the proper mood to learn. Another method is to open the meeting with a short rehearsed skit, one with a definite point like that will create immediate interest.

The leader as a participant: The discussion to be used may be selected by the students or the instructor. In either case, however, it has been found that the teacher must create the roles to be played, also the students may fail to identify the parts and get to the heart of the action. The length of each skit is important too. Usually, a four or five minute drama is sufficient, but longer situations may be appropriate under certain circumstances.

The leader as a session director: There are definite problems connected with the selection of students for the parts to be played in various situations. In the beginning the instructor probably should choose the students who will most likely play the roles satisfactorily; i.e.,

naturally forward students or those with previous role-playing experience. Later all students should participate, and experience proves that they will want to enter the action. Another school of thought advocates student selection of roles to be played, because the students can often do a more appropriate casting job.

The audience, too, should be casted, because they will observe best if they can identify themselves with the action they are watching: They might, for example, be directed to assume the role of a personnel consultant viewing the leader's action with a view toward constructive criticism.

As a note of interest, the O.S.S. experimented with the use of alcohol as a relaxing agent for bashful or timid persons. They reported good results, except that too many drinks encouraged overly enthusiastic discussion periods.[38]

The leader as a director: The trainer must be alert throughout the performance phase. He must guard against actors "throwing curves" at the student leader in impromptu dialogues; against ridicule or over-embarrassment of actors; and especially against unforseen situations that may arise. He must watch the tendency of actors to stop in the middle of a case, or to ramble on when nothing is being accomplished.

Ordinarily, the situation has been set up for about four or five minutes; when that time has passed with no conclusions reached, the instructor should ask the actors to reach a conclusion and take a "cut" after another minute or two. Discretion can be applied, however, and particularly spirited discussions may be allowed to continue for ten or fifteen minutes. A general rule might be to cut the action as soon as the trends of leadership action have become obvious.

The leader as a mediator: There are some critical issues in discussion periods that are peculiar to role-playing sessions. The instructor will probably not have to prod or question the class to open discussions because the skits seem to provide

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38 OSS Assessment Staff, "Improvisations," Sociatry, April-August, 1948, p. 33.

naturally interest students or those with previous role-playing experience. Later all students should participate, and experience proves that they all want to enter the action. Another source of trouble arises because the students can often do a more convincing job.

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As a note of interest, the C.I.A. experimented with the use of alcohol as a relaxing agent for hospital or blind persons. They reported good results, except that too many drinks sometimes overrid substantially distorted the picture.[30]

The leader as a director: The trainer must be alert throughout the instructional phase, to make sure the role-playing action "progresses curves." If the students lose interest in improperly distributed spontaneous situations or over-enthusiasm of actors, one essentially begins underpaces situations that may arise. In such cases the tendency of actors to step in the middle of a scene, or to remain on stage instead of being overmotivated.

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30. Association Staff, "Improvisations," Journal, April-August, 1954, p. 35.

sufficient impetus to get the discussion started spontaneously; the class is usually more than eager to get an analysis of the situation underway. In fact, one important job of the teacher at this point is to guard against the tendency for the group to become so involved in the play that they lose sight of the real training goals. It is the job of the trainer to direct the spontaneous participation toward the principles involved in the situation.

One other caution; there is an occasional tendency for the student group to accept mediocre performances from the actors, or to "whitewash" their handling of a case. This can usually be corrected by inviting actor self-criticisms before starting the general discussion period.

The Follow-up:

It is generally agreed that the teaching job of any conference leader is not concluded when he leaves the classroom. True, a good summary and closure will help send the group away with a feeling that they have gotten somewhere and that the experience has been interesting and valuable,[39] but there is more to the leader's job than that. The trainer must follow-up his classes to encourage further discussions and lasting retention on the part of the group.

It has been said that "some of the best conversations take place after the meeting has adjourned, when people gather in small groups and continue talking."[40] This type of extra-curricular participation indicates that real lasting values will be obtained from the subject material, and

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[39] Handbook for Discussion Leaders, NAVPERS 16975-A (Washington: Bureau of Naval Personnel, June, 1948), p. 48.

[40] Ibid., p. 75.

sufficient impetus to get the discussion started spontaneously; the class is usually more than ready to get an analysis of the situation underway. In fact, one important job of the teacher at this point is to guard against the tendency for the group to become so involved in the play that they lose sight of the main training goals. It is the job of the trainer to direct the groundwork participation toward the principles involved in the situation.

One other caution; there is an emotional tendency for the student group to accept enthusiastically the "discovery" that a "problem" exists, or to "discover" that training of a sale. This can usually be concealed or lofting some self-satisfied smiles before starting the general discussion period.

The follow-up:

It is generally agreed that the selling job of any contributor leader is not completed when he leaves the classroom. Sure, a good summary and discussion will help some the group carry with a feeling that they have gotten somewhere and that the experience has been informative and valuable,[39] but there is more to the leadership job than that. The trainer must follow-up his efforts to encourage further discussions and training sessions on the part of the group.

It has been said that "some of the best informations take place after the session has adjourned, when people gather in small groups and continue talking."[40] This time of extra-curricular participation indicates that real learning values will be derived from the subject matter, and

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[39] Leadership for Discussion Leaders, Extension Service (Washington: Bureau of Educational Research, Ohio, 1947)-4

[40] Ibid., p. 75.

the practice should be encouraged by the instructor. One method of promoting future attention is by mimeographing, and later distributing, a record of the session. Appended to the record might be a list of local library reference texts on the material, for the benefit of any student interested in further pursuing the subject. Another method of encouraging post-class discussions is to suggest adjournment to the local soda fountain, beer hall, or club, where the leader hopes discussions will continue, and new ideas and suggestions formulated for situations to be used in future class meetings.

SUMMARY

This portion of the overall role-playing study was undertaken because it was apparent that without solving the major obstacles involved no concrete conclusions could be reached from the total study. The major obstacles seemed to revolve around the administration of the program, the job of the teacher. What was the job of the teacher? Could the job be adequately filled by the military personnel available for role-playing leadership assignments? These questions, and others subsidary to them, had to be answered before proceeding.

The conducted survey indicated that the tasks involved in the job of the leader are complex and difficult, but

the profile should be announced by the instructor. The method of producing future scenarios is by discussion, and later distributed, a record of the session. Attendee to the second study is a list of local library reference books on the material. The one category of our students interested in further pursuing the subject. Another method of encouraging role-player discussions is to assigned students to the local news reporters, their half, or also, where the leader hopes discussions will continue, and see these and organizations formulated for participation in an need in future class meetings.

Summary

This portion of the overall role-playing study has undertaken because it was assumed that alternate futures the major orientation (period of concern) omitted, only be reached from the real world. The major emphasis was- on to people around the constituents of the process, the job of the teacher. Also was the job of the student provide the job be adequately filled by the military personnel available for role-playing necessarily employed. These questions, and other similarity in them, has to be advanced before proceeding.

The evaluation survey indicated that the lesson involved in the job of the leader was complex and difficult, but

that competent, qualified, trained men can overcome the difficulties involved and fulfill the teacher's mission. It was found, although there were disagreements among authorities on the issue, that authorities believe that the normal military officer can, like his industrial executive counterpart, be trained as an efficient role-playing leader. His training, although necessarily comprehensive, apparently does not need to take an excessive amount of time; instead, the officer should benefit through early practical teaching experience. The rotation of leaders should also assist in eliminating the obstacles, because self-criticism will be combined with outside criticism to urge the officer leader to do a more efficient job.

The conclusion can be reached, then, that the obstacles involved in setting up and conducting a role-playing program are not insurmountable, and that careful attention to the problem should provide a basis for an effective program.

that engineers, qualified, besides men who overcome the difficulties involved and fulfill the leader's mission. It was found, although there were disappointments among candidates on the issue, that respondents believe that the normal military officer can, like the industrial management consultant, be trained as an military self-sighting leader. His training, although necessarily experimental, apparently does not need to take on academic aspect of time; instead, the officer should usually receive more practical learning experience. The rehabilitation of leaders should also assist in eliminating the drawbacks, because self-criticism will be combined with outside criticism to urge the officer leader to be a more efficient job.

The conclusion can be reached, then, that the officers involved in setting up and conducting a self-sighting program are not insurmountable, and that careful attention to the problem should provide a basis for an effective program.

CHAPTER V

A THEORETICAL APPLICATION

INTRODUCTION

The survey of literature and the results of the early field investigations have indicated that role-playing is apparently an essentially sound leadership development technique. The question of application in a military climate has not been answered by this preliminary survey, however. This problem of "How to use the method" must be solved both theoretically and practically before the objectives of the study can be accomplished.

The purpose of this chapter is to make a theoretical application of role-playing in a typical military situation. The object is to provide a basis for practical application, and to serve as a guide for prospective military users. To accomplish this purpose it is necessary to consider the method itself, and also possible leadership development policies upon which the method can be based when actually used. The first section of the chapter, then, has been devoted to the consideration of leadership development policies, and one apparently promising policy has been selected for illustration and explanation. The second section of the chapter contains a theoretical classroom application of role-playing, as based on the illustrated

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development policy.

EXECUTIVE DEVELOPMENT POLICY

In recent years the problem of the executive growth of military and industrial leaders has been approached through various theories concerned with executive development. Some of these approaches have been of more value than others when applied under certain conditions, so the type of development policy that is appropriate to the role-playing method should be determined.

The chapter on the educational values of role-playing mentioned the experience values of the principles underlying training situations. It was noted that individual classroom situations do not always need to be remembered, but that the principles involved in each case create the important experience values. If this is accepted, then leadership development through role-playing should be based on an executive growth policy that emphasizes the principles of leadership. Also, because the technique is concerned with training through dramatic participation in skits built around simulated situations, it should be based on a development policy that emphasizes the situation in teaching leadership principles.

These requirements might be met through various approaches: The "desirable characteristics" of a leader

development policy.

CONCLUSION: DEVELOPMENT VALUES

In recent years the problem of the executive branch of military and industrial leaders has been experienced through various theories concerned with economic development. Some of these experiences have been of more value than others when applied under certain conditions, so the type of development policy that is appropriate to the role-playing method should be determined.

The chapter on the educational values of role-playing mentioned the educational values of the participants conducting training sessions. It was noted that individual classroom situations do not always need to be considered, but that the methodology involved in each case covers the important experience values. It has to be recognized, that leadership development through role-playing should be based on an effective growth policy that emphasizes the potentiality of leadership. Also, because the technique is concerned with training leadership participants in order still around simulated situations, it should be based on a development policy that emphasizes the situation in developing leadership potentials.

These requirements might be met through various approaches. The 'desirable characteristics' of a leader

could be listed, and situations could then be selected that would develop the potential leader in those areas.[1] The "job specification" approach, advocated by some industrial training authorities and educators,[2] could be used as a basis for role-playing through the selection of situations that would prepare the leader for a particular job in a particular organization. A "critical situation" policy could also be adopted, in which role-playing situations would be selected from situations based on the critical requirements of a leader's job. A comprehensive study of each approach would be beyond the scope of this study, so, for purposes of illustration, and to provide a suggested base for the use of role-playing in developing military leaders, only the critical situations policy will be investigated and illustrated at this time.

The Critical Situations Approach:

The critical situation approach has been selected for illustration and explanation because it offers a basis for the use of role-playing that is directly concerned with situations based on the critical requirements of executive positions.

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[1] For a description of the desirable characteristics of leaders see Chapter XI, Naval Leadership, for military leaders; and, Ralph C. Davis, op. cit., pp. 146-150, for industrial leaders.

[2] For a description of the job specification approach to leadership development in industry see Mace, op. cit.

could be fixed, the situations which then be selected that would develop the potential leader in those areas.[1] The "job specification" approach, advocated by some industrial training authorities and economists,[2] could be used as a basis for role-playing through the selection of situations that would produce the leader for a particular job in a particular organization. A "critical situations" policy could also be adopted. In role-playing situations could be selected from situations based on the critical requirements of a leader's job. A comprehensive study of such situations would be beyond the scope of this study, but for purposes of illustration, and to provide a reasonable base for the use of role-playing in developing military leaders, only the critical situations noted will be considered and illustrated in this case.

The Critical Situations Approach

The critical situation approach has been selected for illustration and exploration because it offers a basis for the use of role-playing that is directly concerned with situations based on the critical requirements of leadership positions.

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[1] For a description of the desirable characteristics of leaders see Douglas H. Paul, Leadership, for military leadership and Ralph M. Stogdill, op. cit., pp. 1-4, for industrial leaders.

[2] For a description of the job specification approach to leadership development in industry see Ibid., op. cit.

Critical requirements may be defined as those requirements that are crucial in the sense that they have been frequently observed to make the difference between success and failure in an organization.[3] They include specific incidents in which executive action was especially effective or ineffective. With the incidents classified and available, the theory considers that potential executives can be trained to intelligently solve problems that might arise in similar future incidents. The value of the technique supposedly results from the lessons to be learned from critical situations; if the executive knows how to approach a situation he should be able to solve the problems connected therewith. Leadership develops because the executive learns to apply the principles of leadership that will assist him in problem solving.

One method of determining the critical requirements of executive jobs has been uncovered by military research through a study concerned with the critical requirements of an Air Force officer's job.[4] The study, conducted by the American Institute for Research, for the United States Air Force, covered over 3000 incidents involving Air

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[3] John C. Flanagan, "Defining the Requirements of the Executive Job," Personnel, July, 1951, p. 28.

[4] Harley O. Preston, The Development of a Procedure for Evaluating Officers in the United States Air Force.

[illegible] experiences may be defined as those objectives which are desired in the same way that they have been identified, measured or made the difference between students who have failure to an organization.[1] They include specific [illegible] goals. In which an organized action was essentially activities or interactions. Also the industrial disorders and violence, the theory assumptions made [illegible] analytical [illegible] to be [illegible] in [illegible] the future leadership. The union of the [illegible] especially results from the learners to be learned from [illegible] alone. [illegible] for the executive [illegible] or [illegible] a [illegible] to [illegible] to [illegible] [illegible] [illegible]

Force officers, and included all levels of military leaders. The study was primarily concerned with uncovering the critical requirements of military executive positions for purposes of officer evaluation, but the incidents involved appear applicable for training purposes as well. To illustrate the technique, the following incident is presented to indicate the type data collected:

> The...example is an incident regarding making decisions. This is an incident concerning ineffective behavior on the part of a Deputy for Operations:
>
> About two or three times a week he would come into my office and start the conversation by saying, 'Say, Colonel, you have to make a decision.' He would tell me the problem on which he should have rendered a decision since he had all the facts and I didn't. He was afraid to make a decision that I would not approve. The final straw: A decision was needed about sending a ship out in bad weather--he knew the facts but didn't have the courage to decide. He came to me, and I told him to make the decision and notify me about it. He wrote a letter to all subordinates telling them that he had been on the carpet, and the reason was because his subordinates had failed to do as they were told. This was untrue, and several of his subordinates complained to me about the letter so I requested his relief.[5]

A summary of such incidents, including effective and ineffective cases, was prepared, and provides areas for the selection of situations that can be included in training programs. For example, it was found that the most critical areas for top military executives, including

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[5] Flanagan, op. cit., p. 29; a reprint from the Preston study.

were officers, and included all levels of military leaders. The study was primarily concerned with determining the relative importance of military executive positions for purposes of officer evaluation, but the indicants included upper quintiles for assigning personnel as well. To illustrate the incentives, the following incident is reported to indicate the type data collected:

> The...example is an incident regarding setting deadlines. This is an indicant concerning the effective behavior on the part of a leader for operations:
>
> About two or three times a week he would come into my office and start the conversation by saying, Colonel, you have to make a decision. He would tell me the problem we were in which have resulted a deadline since he had all the facts and I didn't. He was afraid to make a decision that I would not approve. The final outcome: a deadline was reached which resulted a duty not to the satisfaction--he knew the facts but didn't have the courage to decide. He came to me, and I told him to make the decision and really so went it. He wrote a letter to all concerned telling them that he had been in the service, and the reason was because his superiors had failed to do as they were told. This was courage, and several of the superiors concerned did not ever know the letter or I recommended his relief.[7]

A summary of such incidents, including effective and ineffective cases, was prepared, and provided avenue for the selection of alternative data can be included in training programs. For example, it was found that the most critical areas for top military executives, including

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[7] Flanagan, op. cit., p. 271 [illegible] the Iranian study.

officers of the rank of colonel and above, when listed in rank order, were:

1. Proficiency in Planning and Directing Action.
2. Proficiency in Supervising Personnel.
3. Acceptance of Personal Responsibility.
4. Acceptance of Organizational Responsibility.
5. Proficiency in Military Occupational Specialty.
6. Proficiency in Handling Administrative Details.[6]

The order for lower ranking officers was somewhat different, as indicated by the following list:

1. Acceptance of Personal Responsibility.
2. Proficiency in Planning and Directing Action.
3. Proficiency in Military Occupational Specialty.
4. Proficiency in Supervising Personnel.
5. Acceptance of Organizational Responsibility.
6. Proficiency in Handling Administrative Details.[7]

The latter breakdown provides suitable areas for training for immediate and intermediate leadership objectives, while the top management critical areas provide for the fulfillment of ultimate objectives.

Critical incidents can also be collected for training uses by other means. Many collections of case-studies con-

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[6] Preston, op. cit., p. 27.

[7] Loc. cit.

officers of the rank of colonel and above, were listed in rank order, were:

1. Proficiency in Planning and Directing Action.
2. Proficiency in Supervising Personnel.
3. Acceptance of Personal Responsibility.
4. Acceptance of Organizational Responsibility.
5. Proficiency in Utilizing Organizational Facilities.
6. Proficiency in Handling Administrative Tasks.[6]

The order for lower ranking officers was somewhat different, as indicated by the following list:

1. Acceptance of Personal Responsibility.
2. Proficiency in Planning and Directing Action.
3. Proficiency in Utilizing Organizational Facilities.
4. Proficiency in Supervising Personnel.
5. Acceptance of Organizational Responsibility.
6. Proficiency in Handling Administrative Tasks.[7]

The listed priorities provide valuable areas for training for the immediate and intermediate behavioral objectives, while the top management critical areas provide for the differences of criteria objectives.

Critical incidents can also be collected for building base by other means. Many collections of case-studies con-

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[6] Iverson, op. cit., p. 37.

[7] Ibid. cit.

tain critical incidents that could be fitted into the Preston classifications,[8] or actual "experience" situations could be suggested by members of the student group, and be included in the selected classifications by the group instructor. The number of appropriate situations is actually limited only by the limits of experiences available and by the capabilities of the people involved.

The critical requirements approach appears logical for leadership training uses. The immediate objective of preparing officers for current performance of duty would be met through situations concerned with everyday problems connected with the officers' current jobs. An intermediate objective would be met by preparing officers to cope with situations that might be encountered on the next higher level. The ultimate objective of preparing officers for top management positions would be met through special attention to situations in which top management has been found to have the most problems.

This approach to executive development appears of value at all executive levels and for all types of executives. The program appears to be flexible enough to allow variations to be incorporated for each command, each branch of a service, and every type officer, because appropriate

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[8] For example; from fifty cases presented in Naval Leadership, pp. 283-320.

[illegible] certain tendencies that could be fitted into the [illegible] classifications,[8] or general "experience" situations could be [illegible] by members of the student group, and be included in the related classification by the group instructor. The number of experience situations is actually limited only by the limits of experience available and by the capabilities of the people involved.

The critical requirements approach appears logical for leadership training here. The immediate objective or [illegible] efforts for successful performance of duty would be met through situations concerned with everyday problems encountered with the officers' current jobs. An intermediate objective would be met by preparing officers to cope with situations that might be encountered on the next higher level. The ultimate objective of developing officers for non-commissioned positions would be met through special attention to situations in which for management use was found to have the most problems.

This approach to developing leadership appears of value to all behavioral fields and for all types of assignments. The program appears to be flexible enough to allow variations to be incorporated for each occasion, each group of a service, and every type officer, command appropriate

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[8] For examples from fifty cases presented in Israel Leadership, pp. 223-230.

situations could be selected for any occasion. Perhaps the greatest value of the approach is that the critical requirements technique provides for the overall development of executives, and it is generally agreed that top executives must make decisions and come up with new ideas that affect all phases of the organization, so that their abilities cannot be specialized or confined.[9] Another value of importance is suggested because it has often been said that "the pragmatic test of a leader's ability is his ability to get results."[10] The critical situation technique should help the leader to get results because it trains him to cope with the situation, and if he can learn to do that, results should follow.

One apparent limitation to the method lies in the necessity for the collection of more complete data on the critical requirements of the various levels of military management. The Air Force study needs verification, and possibly modification, before it can be accepted as accurate for all branches of the Armed Forces. However, the theory provides a theoretically sound basis for the initiation of a program, and further research and local

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[9] "Teach Executives to Think," Business Week, January 6, 1951, p. 78.

[10] Ralph C. Davis, Industrial Organization and Management (New York: Harper & Brothers, 1940), p. 37.

situations could be adapted for any occasion. Perhaps the greatest value of the approach is that the critical requirements technique provides for the overall development of executives, and it is generally agreed that top management must make decisions and come up with new ideas that affect all phases of the organization, so that their skills like cannot be specialized or confined.[9] Another value of importance is suggested because it has often been said that "the prescribed test of a leader's ability is his ability to get results."[10] The critical elements technique should help the leader to get results because it forces him to cope with the situation, and if he can learn to do that, results should follow.

One apparent limitation in the method lies in the necessity for the collection of more specific data on the critical requirements of the various levels of military management. The Air Force already needs verification, and possibly modification, before it can be accepted as generally for all branches of the Armed Forces. However, the theory provides a theoretically sound basis for the initiation of a program, and further research will lead

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[9] "Ready Executives to Order," Business Week, January 6, 1951, p. 70.

[10] Ralph O. Sisks, Industrial Personnel Administration and Management (New York: Harper & Brothers, 1951), p. 1.

modification could be provided through training directives.

APPLICATION

The critical situations policy for executive development provides a basis for an application of the role-playing technique under simulated, but realistic, conditions. The following suggested application serves as a theoretical illustration of one way in which a military command could utilize the method in leadership training. The illustration is believed of value to this study, because it permits a better understanding of the theoretical procedures and values outlined in the earlier chapters, and it supplies an illustration of classroom application for prospective users of the method.

The hypothetical case starts with the planning phase: The leader first considers his student group; in this case, the typical aircraft squadron class defined in Chapter I. The next step is the selection of appropriate subject material. The instructor, in this case, is assumed to have selected a hypothetical problem because his students were not experienced in role-playing classes. He decided that a general situation, an incident within the experience limits of all the students, would be appropriate, so he consulted the collection of leadership problems in Naval Leadership, and adapted one to his purposes:

modification could be provided through another alternative.

SUMMARY

The critical situation policy for research involves two involves a basis for an application of the role-playing technique under simulated, but realistic, conditions. The following suggested application serves as a theoretical illustration of one way in which a military command could utilize the method in leadership training. The illustration is believed of value to this study, because it reveals a better understanding of the theoretical procedures and values outlined in the earlier chapters, and it supplies an illustration of classroom application for prospective users of the method.

The opposition also stands also the principal player. The leader first analyzes his student group; in this case, the typical elements expected above outlined in chapter I. The next step is the selection of appropriate subject matter. The instructor, in this case, is assumed to have selected a hypothetical problem because his students were not experienced in role-playing classes. He decided that a general situation, an incident giving the environment limits of all the students, would be appropriate, so he connected the solicitation of leadership problems in Naval Leadership, and adapted one to his purposes.

Situation:

Place: Marine Corps Air Station, El Toro, California.

A squadron of transport planes was to take off at 0600 on the first leg of a routine training flight from El Toro to Guam. At the muster of the crews at 0530, the duty Non Commissioned Officer reported one man absent--a second mechanic on one of the planes. About 0550 the NCO reported that this man had shown up. All the officers were, at this time, in the squadron ready room getting their last minute instructions.

When the pilot whose second mechanic had been absent went out to his plane, he was informed by the plane captain that the man in question was very much under the influence of liquor, but was trying not to show it and was being very quiet. The officer interviewed the man and considered it would not be dangerous to have him aboard. He therefore ordered the man to get in the plane and go to sleep. During the flight this man caused no trouble and by the time the squadron landed at Honolulu he was sober enough to do his work properly.

This man had been in the Marines for eleven years, was a Technical sergeant, and had had an excellent record in conduct every quarter since he had been in the service. He was a hard worker, intelligent, and an all-round good man.

Problem: As the pilot of this plane, what action would you take in this case, and why?

The instructor realized that critical incidents such as the above often have no "sure" or "school" solution; that there are many solutions to most leadership problems, and that leaders with different personal characteristics would face the situation in different ways. Knowing this, the leader had reached a good starting point; a place where learning could begin. He was ready to prepare his class

Discussion:

Place: Marine Corps Air Station, El Toro, California.

A squadron of transport planes was to take off at 0600 on the first leg of a routine training flight from El Toro to Guam. At the muster of the crews at 0330, the duty non commissioned officer reported one man absent--a second mechanic on one of the planes. About 0530 the NCO reported that this man had shown up. All the officers were, at this time, in the squadron ready room getting their last minute instructions.

When the pilot whose second mechanic had been absent went out to his plane, he was informed by the plane captain that the man in question was very much under the influence of liquor, but was trying not to show it and was being very quiet. The officer interviewed the man and concluded it would not be dangerous to take him aboard. He therefore ordered the man to get in the plane and go to sleep. During the flight this man behaved as humbly and by the time the squadron landed at Honolulu he was sober enough to do his work properly.

This man had been in the Marines for eleven years, was a technical sergeant, and had had an excellent record in another Marine plane he had been in the service. He was a hard worker, intelligent, and an all-around good man.

Problem: As the pilot of this plane, what action would you take in this case, and why?

The instructor pointed out critical incidents such as the crews often have to "make" or "unmake" solutions; that there are many solutions to most leadership problems, and that leaders with different personal characteristics would face the situation in different ways. Tonight this leader had recorded a good standing policy, a place where leaders could begin. He was ready to prepare his plans

outline and step out to meet the student group.[11]

The class might have been opened with a brief warm-up talk by the instructor, followed by an explanation of the situation to be enacted. With rapport thus established, the previously briefed student plane commander would be asked to leave the room. During his absence, the student "offender" would have been briefed as to the excuses, answers, and attitudes that would make the situation as realistic as possible. The class might then have been briefed on what to look for in the way of leadership performance, and prompted to try to put themselves in the shoes of the offender for a better understanding of his feelings, or in the position of the squadron commander who would later judge the pilot's handling of the incident.

The plane commander would then be recalled, and a scene enacted concerning the conversation between that officer and the first mechanic upon arrival at Honolulu. A tape recorder, if available, could have been used to record the action, and a play-back would have started a class dis-

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[11] In the particular incident selected, where the actual leader would have had ample time to outline his actions, experience has shown that it is usually best to notify the student leader of the general situation in advance so that the actual case is duplicated as closely as possible. Spontaneity would still be of importance, but it would be developed through the actions and words of the offender. The instructor would, therefore, have selected his student leader and prepared him before the scheduled class meeting.

values and also not to meet the standard group.[11]

The class might have been opened with a brief seminar by the instructor, followed by an explanation of the situation to be acted. With respect to role-playing, the previously isolated student plays somewhere would be asked to leave the room. During his absence, the student "offender" might have been isolated at to the seminar, answers, and attitudes that would make the situation as realistic as possible. The class might then have been isolated on what to look for in the mix of independent conversations, and encouraged to try to put themselves in the shoes of the offender for a better understanding of his feelings, or in the position of the apparent commander who would layer judge the pilot's handling of the incident.

The class conversation would then be recalled, and a brief seminar concerning the conversations between that officer and the first member upon arrival at Lonsdale. A tape recorder, if available, could have been used to record the action, and a play-back would have started a class dis-

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[11] In the hypothetical incident relayed, there the actual leader would have had ample time to initiate his action, explaining the above that is to usually test to verify the standard leader of the general standard in advance or that the actual case is highlighted as clearly as possible. Instructors would still be in involved, but it will be developed through the action and words of the officers. The instructor would, however, have be- tween his student leader and provided him before the scheduled class meeting.

cussion of the problem.

The handling of the case by the student leader might or might not have been the best. The student would be given the opportunity to open the discussion period with a criticism of his own portrayal of the plane commander, and then the other students might take him to task for his handling of the case. The offender would also be given an early opportunity to express his reactions to the scene, in order to start the group thinking of the "other fellow's feelings." Comments of the plane commander and offender would be useful in getting class participation, but as mentioned above, no two leaders would act in exactly the same way in any particular situation. The students' performance would primarily be of value as the basis for a discussion of the principles involved in the incident, so that every student could picture himself as the leader and determine the manner in which he, himself, would handle a similar future actual problem in the light of the appropriate leadership principles.

The principles of leadership are, in themselves, beyond the scope of this study. Some attention to them is warranted, however, because they apparently constitute the actual subject matter of each role-playing session, and an illustration of how they may be brought out by the teacher is pertinent to the application of the technique in leader-

question of the problem.

The handling of the case by the student leader might or might not have been the best. The students would be given the opportunity to open the discussion period with a criticism of his own performance of the plane commander, and then the other students might take him to task for his handling of the case. The offender would also be given an early opportunity to express his sensations to the group, in order to start the group soliloquy of the "other fellow's feelings." Comments of the plane commander and offender would be useful in getting clear perspective, but is mentioned here, no two leaders would act in exactly the same way in any particular situation. The students' performance would primarily be of value as the basis for a discussion of the principles involved in the incident, so that every student could picture himself as the leader and determine the course in which he, himself, would handle a similar future actual problem in the light of the appropriate leadership principles.

The principles of leadership are, in conclusion, included the scope of this study. Some attention to them is warranted, however, because they experimentally constitute the actual subject matter of such role-playing exercises, and as illustration of how they may be treated not by the leader is pertinent to the application of the technique in leader-

ship training.

The class criticisms would likely include a number of suggestions from class members on their beliefs as to the proper handling of the problem. One student might volunteer that "no harm was actually done, because the remainder of the crew took care of the duties of the offender while he was asleep." Another might recall a similar incident where the plane commander had taken no action, but had relied on the other members of the crew to "straighten out the sergeant." The range of student suggestions might well run from "court martial" to "live and let live" in this situation.

The instructor could have limited the discussion period to the principles that he particularly desired to stress during the session in progress, but for a general leadership class, each suggestion and question could have been used to form a basis for the discussion of the principles of leadership involved. The suggestion concerning the remedial actions of the group would furnish an opportunity for the teacher to discuss the modern "teamwork" principles of leadership, as opposed to "autocratic" leadership; the "do nothing" experience might open the door for a discussion of the relative values of positive, negative, and neutral motivation or of the informal leadership factors present in groups and organizations. The general problem itself suggests a discussion of the principle of integration, or the

only training.

The class activities could itself involve a number of suggestions from class members on their beliefs as to the proper handling of the problem. One student might volunteer that that "no here was actually done", because the reactions of the crew took note of the duties of the officer only. He was asked, "Another might recall a similar incident where the plane commander had taken no action, but had relied on the other members of the crew to "straighten out the matters." The range of student suggestions might well run from "court martial" to "live and let live" in this situation. The instructor could have linked the discussion topical to the principle that be relationship designed to stress during the session in progress, but for a general leadership class, such suggestion and question could have been used to form a basis for the discussion of the principles of leadership in general. The suggestion concerning the reasonable actions of the group might furnish an opportunity for the leader to discuss the common "weaknesses" qualities of leadership, as opposed to "appropriate" leadership, the "no conflict" superficiale might open the door for a discussion of the qualities minus of leadership, negative, and neutral qualities or of the informal leadership factors involve in group and organizations. The general problem itself suggests a discussion of the principle of leadership, or the

creation of goals for the people led that will create a desire in them to do their utmost toward the achievement of the objectives of the organization;[12] and, also, of leadership attitudes, including the theory that a leader should "be a member of the team, although still its captain."[13]

Throughout the discussion period the instructor would have followed the rules of good discussion leadership; he would have kept the questioning and suggestions within bounds, and would have encouraged further student participation through his outlining of principles. After a tentative solution had been agreed upon by the group, a new plane commander might have re-enacted the scene. The group leader might then have closed the session by summarizing the high lights of the discussion, re-emphasizing the principles brought out during the period.

SUMMARY

The discussions of policy and application in this chapter have been brief and may be considered incomplete,

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[12] Ordway Tead, Human Nature and Management (New York: McGraw-Hill Book Company, 1933), p. 144.

[13] Douglas C. Lynch, Leading and Managing Men (New York: The Ronald Press Company, 1950), p. 18.

direction of goals for the people but that will create a desire in them to do their chosen course and understand of the objectives of the organization[52] and, also, of leadership attributes, including the notion that a leader should "be a member of the team, although still the superior."[53]

Throughout the discussion period the instructor would have followed the rules of good discussion leadership; he would have kept the participation and suggestions within bounds, and would have encouraged in their students participation through his availing of principles. After a lesson-plan situation has been agreed upon by the group, a new plan commander might have re-assessed the issue. The group leader might then have closed the session by summarizing the main points of the discussion, re-organizing the principles brought out during the period.

Summary

The discussions of policy and application in this chapter have been brief but may be considered fundamentals.

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[52] Dorsey Tead, Human Nature and Management (New York: McGraw-Hill Book Company, 1951), p. 152.

[53] Douglas G. Lynch, Leading and Managing the Team (New York: The Ronald Press Company, 1951), p. 10.

in that they have not covered all the available solutions to the employment of role-playing or to the problem of executive growth. The purpose of the chapter was, however, to discover how the objectives of leadership training could be fulfilled through the use of role-playing, and the discussions were not intended as the solution, but rather as a theoretical suggested method of employment of the technique in leadership training. It is from this view that the following conclusions have been drawn.

The critical situation method, as a leadership development policy featuring role-playing as a primary training technique, appears to be directly applicable to leadership development. Some authorities state that every leadership problem consists of three interacting factors--the leader, the people led, and the situation.[14] They point out that the first two factors, the leader and the followers, are comparatively stable elements, but that the situation is highly instable and thus creates the leadership problem.[15] If this is accepted, then the incidents involved in the critical situations approach strike directly at the heart

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[14] For example: Ralph C. Davis, Industrial Organization and Management, p. 31.

[15] Ralph M. Stogdill, "Personal Factors Associated with Leadership: A Survey of the Literature," mimeographed reprint from The Journal of Psychology, 1948 25, 35-71, p. 8.

to that they have not covered all the available situations to the employment of role-playing or be the product of executive pressure. The purpose of the chapter was, however, to discover how the objectives of leadership training could be fulfilled through the use of role-playing, and the discussions were not intended as the solution, but rather as a theoretical suggested method of employment of the technique in leadership training. It is from this view that the following conclusions have been drawn.

The critical situation method, as a laboratory training policy requiring role-playing as a primary training technique, appears to be directly applicable to leadership development. Some successfully write that every leadership problem consists of three interacting factors--the leader, the people led, and the situation.[15] They point out that the first two factors, the leader and the followers, are comparatively stable elements, but that the situation is highly intangible and thus creates the leadership problem.[16] If this is accepted, then the instances involved in the critical situation approach are directly at the heart

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[15] For example: Ralph M. Stogdill, Individual Behavior and Group Achievement, p. 31.

[16] Ralph M. Stogdill, "Personal Factors Associated with Leadership: A Survey of the Literature," mimeographed report from The Journal of Psychology, 1948 27, 35-71, p. 8.

of every leadership problem, the changing situation, and the student group learns to apply the "law of the situation;" they learn to determine the facts involved in a problem, have the courage to face those facts, and have the ability and willingness to follow the course of action they dictate.[16]

Critical situations are not the only workable approach to leadership development, as role-playing is not the only efficient training method, but they apparently do provide one satisfactory method of developing efficient leaders.

Role-playing, when utilized to examine the principles involved in the handling of critical incidents, appears to be capable of fulfilling the objectives of an executive growth program, and to effectively point out the leadership principles that are required in the promotion of effective learning. The illustrated application has provided only an example of possible classroom uses of the technique in a local command. The same incident, or any selected "experience" or hypothetical case, could have been illustrated using the various methods of employment listed in Chapter III. Additional theoretical applications might be of value as a guide to future military users, but for the purposes of this study, it is believed that the one

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[16] Ralph C. Davis, Industrial Organization and Management, p. 32.

of every leadership problem, the emerging situation, and the student group leaders to apply the "law of the situation" only insofar to determine the tasks involved in a problem, have the courage to face these tasks, and have the ability and willingness to follow the course of action they choose.[14]

Critical situations are not the only suitable situations to leadership development, as role-playing is not the only efficient training method, but they apparently do provide the satisfactory method of developing efficient leaders.

Role-playing, when utilized to examine the principles involved in the handling of political leadership, appears to be capable of fulfilling the objectives of an executive growth program, and to effectively point out the leadership principles that are required in the development of effective leadership. The illustrated application has provided only an example of possible classroom use of the conclusions in a local community. The same features, or any selected "experiences" or hypothetical case, could be illustrated using the various methods of motivement listed in chapter iii. Additional chronological applications might be of value as a guide to future military units, but the purpose of this study, it is believed that the one

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14 Ralph C. Davis, Industrial Organization and Management, p. 34.

illustration provides a suitable guide for practical application, and that other methods of employment can best be experimented with through a practical try-out of role-playing in a local command setting.

illustration provides a suitable job in the practical application, and that other methods of employment can best be experienced with knowing a practical knowledge of role-playing in a local community setting.

CHAPTER VI

A PRACTICAL APPLICATION

INTRODUCTION

The survey of objectives and procedures of role-playing in local command leadership training indicated that a practical case study under a typical command situation would be of value to this study. As a result, arrangements were made with a Marine Corps fighter squadron to experiment with the technique, in order to compare actual operating conditions with the information derived from the earlier library studies and theoretical considerations. This chapter contains a report of that experiment.

The case study was planned by the investigator to consist of an introduction of the method to a typical officer group, experimentation on the use of a line officer as the classroom instructor, experimenta ion on methods of employment, and an appraisal of the reactions of the student group as the program progressed. The study was limited in scope, in that the experiments were conducted over a relatively short period of time, no control group was set up, and no evaluation of leadership improvement was attempted.

The report of the study has been made by providing a background picture of the experiment, and then by listing

CHAPTER VI

A THEORETICAL APPLICATION

INTRODUCTION

The survey of objectives and procedures of role-playing in local command leadership training indicated that a practical case study under a typical command situation would be of value to this study. As a result, arrangements were made with a Marine Corps fighter squadron to experiment with the students, in order to compare actual operating conditions with the information derived from the earlier literary studies and theoretical considerations. This chapter contains a report of that experiment.

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The report of the study has been made by providing a background picture of the experiment, and then by listing

the events as they occurred, and by noting the comments of the observer investigator, student instructor, and officers concerned. The events and comments have been reported in the following sections: Instructor Preparation, Introductory Session, Later Classes, Tape Recorder Session, and an overall summary section.

Background of the Experiment:

Marine Fighter Squadron 244, an organized reserve unit of the Marine Corps, was called to active duty during the month of October, 1951. The personnel reported to the Naval Air Station, Columbus, Ohio, for a three month orientation and training period prior to re-assignment to regular Marine Corps aviation units. During this period, the officer personnel reviewed tactical flight procedures, studied aviation and military technical subjects, and in general prepared themselves for extended active military duty.

The squadron commander was contacted by this investigator regarding the desired case study of role-playing in action, and he agreed to experiment with the technique in the leadership training of his squadron officers. The following conditions prevailed:

> The group: The student group compared favorably with the typical squadron group described in Chapter I, except that the military experience level of the officers was probably lower than that of the average regular component organization.

the events as they occurred, but by noting the comments of the observer-investigator, student instructor, and officers concerned. The events and comments here been reported in the following sequence: Instructor preparation, introductory session, later classes, long range bombing session, and an overall summary section.

Background of the Experiment:

During Fighter Squadron XIX, an organized reserve unit of the Air Corps Corps, was called to active duty during the month of October, 1941. The personnel reported to the Naval Air station, Jacksonville, Fla. for a three month orientation and training period prior to re-assignment to regular Air Corps Corps station units. During this period, the officer personnel received basical flight procedures, elected aviation and military tactical subjects, and in general prepared themselves for schools and military duty.

The squadron commander was interested in this investigation regarding the military case study of role-playing in action, and he agreed to cooperate with the investigator in the laboratory training of his squadron officers. The following conditions prevailed:

The group: The student group consisted invariably with the typical squadron group described in Chapter I, except that the military experience level of the officers was probably lower than that of the average regular commander overseas.

Leadership: The squadron commander decided to conduct class sessions himself, although he had the assistance of the unit training officer for planning purposes.

Time Available: Classes were to be held during inclement weather, when flight operations or other scheduled activities had been cancelled.[1]

Training Conditions: Training conditions were comparable with those described as typical in Chapter I.

Subject Material: The squadron commander agreed to supply the subject material himself, based on leadership principles contained in the literature furnished by the investigator.

INSTRUCTOR PREPARATION

The investigator informally prepared the squadron commander for his duties as the role-playing director as follows:

1. The squadron commander was given a verbal description of the method, its history, and current status in military, industrial, and educational situations.[2]

2. The theoretical values and reports of practical training men were given to the future director for his information and use.[3]

3. The leader was briefed on the job of the role-playing director; he was instructed on the selection of subject material, the conduct of classes, hints and cautions for the instructor, and in methods of emphasizing leadership principles.[4]

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[1] This arrangement resulted in an average of about one two-hour class each week over a six week period.

[2] A review of Chapter II of this study.

[3] A review of Chapter III of this study.

[4] A review of Chapter IV of this study.

Leadership: The squadron commander decided to conduct class sessions himself, although he had the assistance of the unit training officer for planning purposes.

Time available: Classes were to be held during instructional periods, when flight operations or other scheduled activities had been cancelled.[1]

Training conditions: Training conditions were comparable with those described as typical in Chapter I.

Subject material: The squadron commander agreed to supply the subject material himself, based on laboratory principles contained in the literature implied by the investigator.

INSTRUCTOR INVESTIGATOR

The investigator informally presented the squadron commander for his review as the role-playing director as follows:

1. The squadron commander was given a verbal description of the method, its history, and recent status in military, industrial, and educational situations.[2]

2. The theoretical values and reports of practical training were given to the future director for his information and use.[3]

3. The leader was briefed on the job of the role-playing director; he was instructed on the selection of subject material, the content of classes, hints and cautions for the instructor, and in methods of encouraging leadership principles.[4]

---

[1] This arrangement resulted in an average of about one two-hour class each week over a six week period.

[2] A review of Chapter II of this study.

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[4] A review of Chapter IV of this study.

4. A list of suggested methods of employing the technique was supplied.[5]

5. He was furnished sample situations and classroom applications.[6]

6. Literature covering recognized military leadership principles was provided, to be used as a basis for selection of situations and for discussion purposes.[7]

7. The prospective leader attended the introductory class session in the capacity of an observer and student teacher.

8. During the series of classes, the squadron commander was encouraged to request assistance by asking questions on methods and procedures.

INTRODUCTORY SESSION

Events:

The introductory session was conducted by the investigator. The class was opened with a brief explanation of the study being conducted. This was followed by a description of role-playing, its uses and theoretical values. The direct purposes and objectives of the current leadership training course were also covered. The students were then encouraged to question the class leader on these subjects.

Two officers volunteered the information that they had experienced role-playing training in their civilian

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[5] As described in Chapter III of this study.

[6] Manual For Practical Development of Leadership Qualities.

[7] Loc. cit.

4. A list of suggested methods of employing the curriculum was supplied.[7]

5. It was introduced during elementary and class-room applications.[8]

6. Literature covering recognized military leadership training techniques was provided, to be used as a basis for selection of structures and for discussion purposes.[9]

7. The prospective leader attended the informatory class session in the capacity of an observer and student leader.

8. During the series of classes, the question concerning was encouraged to prevent misinterpretations by asking questions on methods and procedures.

INFORMATORY SESSION

Lecture

The informatory session was conducted by the investigator. The class was opened with a brief explanation of the study being conducted. This was followed by a description of role-playing, its uses and theoretical values. The direct purposes and objectives of the research leadership training course were also covered. The students were then encouraged to question the class leader on these topics.

Two officers volunteered the information that they had experienced role-playing training in their civilian

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[7] As described in Chapter III of this study.

[8] Report for Training Development of Leadership Qualities.

[9] Loc. cit.

jobs. Several questions were asked regarding the type of situations to be used, the kind of solutions that could be expected, values to be received, etc. One student put his question regarding method into the form of a leadership situation in which he had recently been involved; this situation was selected for an introductory demonstration, and the training period commenced.

After the first situation had been enacted and discussed, the students began to offer suggestions for other problems, and several student volunteered situations were utilized during the remainder of the meeting.

Thirteen of the fifteen student officers actively participated in skits and/or discussions. Five officers remained voluntarily after class to discuss the method and to ask questions of the instructor. The class had been scheduled to close at 12:00, but the students voluntarily continued discussions until about 12:30.

Report of the Group Leader (Investigator):

The group appeared hesitant in accepting the technique during the warm-up period. A prepared situation had been planned for the initial demonstration, but was discarded when it appeared that student support could only be gained through active student participation. When the first situation had been acted out, a change in attitude was evident.

jobs. Several questions were asked regarding the type of situations to be used, the kind of assistance that could be expected, values to be received, etc. The students put this question regarding making into the form of a hypothetic situation in which he had recently been involved; this situation was selected for an introductory demonstration, and the ensuing period commenced.

After the first situation had been invented and discussed, the students began to offer suggestions for other problems, and several student volunteered situations were utilized during the remainder of the meeting.

Thirteen of the fifteen students offered actively participation in video and/or discussions. Five different remained voluntarily after class to discuss the content and to ask questions of the instructors. The class had been scheduled to close at 12:00, but the students voluntarily continued discussions until about 12:20.

Report of the Group Leader (Investigator):

The group appeared hesitant to accepting the learning during the warm-up period. A prepared situation had been planned for the initial demonstration, but was discarded when it appeared that student support could only be gained through using student situations. Once the first situation had been called out, a change in activity had occurred.

The discussion period and later situations were spontaneous, and proved more difficult to control than to develop. Some of the problems noted in the first session were:

1. Some students seemed to expect a "school" solution to each problem, and felt that regulations should cover most situations.

2. The dialogue broke down in one instance, where the action apparently had not been adequately prepared before the scene began.

3. One student officer stated that he couldn't get the "feel" of his part, and stopped in the middle of a skit.

4. Student interest appeared very high by the end of the period, as evidenced by the willingness of the group to continue past the normal training hour, by the number of students who remained after the class had been dismissed, and by the high percentage of participation.

5. The students seemed to enjoy the discussions of the situations more than the acting, but when a straight discussion problem was introduced it fell a little flat. In other words, the role-playing seemed to act as a stimulant to discussion.

6. There was some evidence that the students liked to bring their personal experiences into the classroom.

Student Reports:

The following student observations include verbal comments made in class or to the investigator, and written opinions that were solicited following the meeting:

One "actor" reported that he had changed his opinion on the handling of a particular situation after observing others in the role and after listening to the group dis-

The discussion period and later situations were encountered, and proved more difficult to control than to develop. Some of the problems noted in the first session were:

1. Some students seemed to assume a "school" solution to each problem, and felt that presentations should cover such situations.

2. The dialogue broke down in one instance, since the action apparently had not been adequately prepared before the scene began.

3. One student officer stated that he couldn't get the "feel" of his part, and stopped in the middle of a fair.

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5. The students seemed to enjoy the discussions of the simulations more than the acting, but when a special discussion problem was introduced it fell a little flat. In other words, the role-playing seemed to act as a stimulant to discussion.

6. There was some evidence that the students liked to bring their personal experiences into the classroom.

Student Reports:

The following student observations include several comments made in class or to the instructor, and written opinions that were solicited following the session:

One "actor" reported that he had changed his opinions on the handling of a questionable situation after observing others in the role and after listening to the group dis-

cussion.

One observer to a situation reported that he seemed to feel when certain actions from the actors were called for; when the actor failed him, he felt "let down."

Some officers who obviously liked the method asked if it could be used in technical subjects, i.e., aerology, air regulations, etc.

The written comments showed that the students generally liked the new method; typical comments were:

> I think that discussion of this type is something we have needed for some time, and in my own mind there can be no question as to its value. Having acted two opposite parts in a situation I feel that I should be able to handle future situations with a greater degree of efficiency.

> I like and respect this method of learning. On participation I was self conscious and nervous being the first to act, but I believe the next time I will get more out of it. This one period has created more interest in me toward personnel problems, and I am anxious to see how I stack up with the other boys' methods of operation.

> I think this type of instruction is far superior to staid lectures on any subject. Certainly it is far superior to the run of the mill movies we have been seeing. I think that our time can be much better spent in discussions such as these. I feel that much of our foul weather time is wasted, and I would welcome more of the same type meetings that were participated in this morning.

> A system like this would, I believe, solve many of the problems which arise. As one of our officers remarked, it gives you confidence in feeling that you are acting as the other officers would act in a similar situation. I believe that this is a much more interesting system than movies or lectures.

nation.

One observer is a physicist interested that is amused to feel when learning nothing from the science note called for; when the video failed him, he felt "its been."

Some officers who strongly felt the method added if it could be used in technical subjects, fire, accidents, air regulations, etc.

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I like and prefer this method of learning. In practicing I will well remember and recognize and learn the first to act, but I believe the next time I will get more out of it. This the period has worked more interest in my present personal problems, and I am anxious to see how I stack up with the other more method of operation.

I think this type of task method is far superior to which lectures on any subject. Certainly it is far superior to the run of the mill series we have been seeing. I think that one time can be much better spent in discussions such as these. I feel that much of our full session time is wasted, and I would welcome more of the same type meeting that were participated in this morning.

A system like this seems, I believe, not to map of the problems which arise. As one of our officers remarked, it gives you confidence in feeling that you are asking as the other officers would act in a similar situation. I believe that this is a much more interesting system than series of lectures.

There were no directly opposed opinions, but a number of points were made that indicated that full acceptance had not been gained; for example:

> I believe the method will get very good results. However, I feel the need of something as a concrete basis for working out these problems.
>
> I believe the method of general discussion is by far the best. Acting out the situation is too artificial to be of benefit. The discussion method with one person (preferably the one with the problem) to lead or conduct, to a certain extent, the discussion seems best.
>
> In my opinion, the inter-change of ideas during a discussion period similar to this will prove valuable as long as the discussion is led and steered by one person, to preclude petty or unimportant subjects from consuming too much time.

LATER CLASSES

Events:

The remainder of the sessions held by the squadron were conducted under the leadership of the squadron commander. During these meetings he experimented with a number of methods of employing the technique, and reported regularly on the events, giving his opinions on each session and on each method tried. The students were also questioned during this period, and they often volunteered information on the program.

Classes were usually conducted in regular classrooms, although the leader experimented under less formal conditions, i.e., during an informal luncheon period, and in

There were no directly opposed opinions, but a number of points were made that indicate that full arrangements had not been yet made; for example:

> I believe the method will be very good results. However, I feel the need of something or a concrete basis for working out these problems.

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In my opinion, the later-change of issue during a discussion period similar to this will prove valuable as long as the discussion is led and edited by one person, to preclude petty or subjectivant subjects from consuming too much time.

Lecture classes

Summary:

The reactions of the students held by the evaluation were monitored under the leadership of the equation seminar. During these meetings he experimented with a number of methods of analyzing the semester, was presented regularly on the results, giving his opinions on each session and on each method tried. The students were also questioned during this period, and they offer valuable information on the program.

Classes were usually conducted in regular classrooms, although the leader experimented under less formal conditions, i.e., during an informal luncheon period, and in

the squadron ready room.[8]

Report of Observer:

The observer investigator was not present at all sessions because they were often called on the spur of the moment. The following comments were therefore prepared partly from personal observations and partly from opinions formed from student attitudes:

Interest appeared to increase as the series progressed. One student missed a meeting and later expressed regret, asking when another would be held so that he could arrange to be present. Another note of student interest; a group of officers voluntarily brought up the subject after working hours at the officers' mess and discussed the method for some time.

The students appeared to get into the "swing" of acting, and appeared to genuinely enjoy participating in later skits. Realistic acting began to appear.

There apparently is some danger in the use of live experience situations, in that personalities were brought out in some situations when names were not completely disguised.

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[8] A ready room is a room used for flight briefings and pilot relaxation. Aviators usually await flight calls here and play cards, drink coffee, or read. The room has the informal atmosphere of an athletic club locker room.

the grandeur really found.[2]

Report of observers

The observer interlocutor was not present at all exercises because they were often called on the spot of the moment. The following comments were therefore prepared partly from personal observation and partly from opinions formed from student criticism:

Interest appeared to increase as the series progressed. One student chose a reading and later submitted paper, making when another would be hard to find anyone to be present. Another note of student interest: a group of officers voluntarily dropped in the moment after work-hour bells as the officers' mess and discussed the method for some time.

The students appeared to get into the "swing" of auditing, and appeared to genuinely enjoy participation in later skits. Creativity seemed begun to appear.

There frequently is some manner in the use of live experience situations, in that inconsistities were brought out in some situations when model were not consistently simulated.

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[2] A study from it a room was for first [illegible] and skits relaxation. Interest mostly such first skits skits here and play words, drink skits, or text. The room was the informal atmosphere of an atmosphere also longer room.

Report of Squadron Commander (Group Leader):

The squadron commander comments are from the point of view of his position as the role-playing director:

1. No difficulty was encountered in keeping discussions within bounds, although that tendency had to be constantly watched.

2. Actual experience situations seemed to be the only sure method of gaining and holding student interest.

3. Hot and heavy, even violent, arguments often developed during the discussion periods, but it was found that they could be stopped by asking each side to act out its version for group approval or rejection.

4. Student interest seemed to increase with each session; there were several cases of discussions continuing well after class. Again, officers not involved in the class, but within hearing distance, would drop their reading or work and come join the sessions.

Student Reports:

The student reports of later sessions were nearly all favorable; the students answered questions freely, and reports of situations or suggestions were often volunteered. The following specific comments were received during the period while classes were being held:

> I think I now know what to do if I encounter a similar situation in the future.

> I feel that acting helped me to get the feelings and reactions of the men better. The boys are getting quite a "charge" out of the acting.

Report of Research Co-Leader (Jerome Cooper):

The research co-leader comments are from the point of view of his position as the role-playing director:

1. No difficulty was encountered in keeping discussions within bounds, although that technique had to be consciously watched.

2. Actual experience simulations seemed to be the only sure method of motivating and holding students interest.

3. Not one party, even violent, suggestion often developed during the discussion periods, but it was found that they could be stopped by making such aide to act out his reasons for group approval or rejection.

4. Student interest seemed to increase with each session; three more recent cases of discussions concluding well after class. Again, efforts not involved in the class, but which hamper discussion, could stop their reading or work and come join the sessions.

Student Reports:

The student reports of later sessions were nearly all favorable; the students answered questions freely, and reports of situations or suggestions were often volunteered.

The following specific comments were received during the period while classes were using halls:

I think I now know what to do if I encounter a similar situation in the future.

I feel such a[illegible] helped me to get the feelings and reactions of the men behind. The one are [illegible] a "charge" out of the action.

I think interest was higher because we were using true situations. The arguments that came up during the discussions helped develop interest too.

Someone who specializes in this field should conduct the classes, rather than utilizing an untrained officer as an instructor. The discussion must be kept on the subject before good results can be obtained.

Getting all the fellows' solutions helps in getting a final best solution to the problem.

The boys are becoming aware of the fact that they are going to have to take more leadership responsibilities on their jobs.

TAPE RECORDER SESSION

Events:

A tape recorder was employed in only one session, but, because of the importance some authorities attach to its use in role-playing meetings, that session has been reported upon separately.

In this particular meeting, each situation was acted out two or three times with different actors in the roles. The recorder picked up the dialogue in each skit, and after the scene was completed the tape was re-run immediately. The actors were allowed to comment on their own handling of the case before the group began discussion. Discussions were also recorded, as were the director's summary remarks following the discussion periods.

I think later I was bigger because we were using more classrooms. The arguments that came up during the discussions helped darling improve too.

Someone who specializes in this field should conduct the clinics, rather than utilizing an overtrained officer as an instructor. The discussions must be kept on the subject before good results can be obtained.

Getting all the fellows' solutions helps in getting a final best solution to the problem.

The boys are becoming aware of the fact that they are going to have to take more leadership responsibilities in their job.

TASK ORIENTED ROLES

Example:

A tape recorder was employed in only one session. But, because of the importance some authorities attach to its use in role-playing meetings, that session has been reported upon separately.

In this particular meeting, each discussion was acted out two or three times with different actors in the roles. The recorder played no role dialogue in each skit, and after the scene was completed the tape was re-run [illegible]. The actors were allowed to comment on their own portrayal of the case before the group began discussion. Discussions were also recorded, as were the observer's summary remarks following the discussion periods.

Report of Observer:

The use of the tape recorder seemed to "spark" the situation atmosphere, but no actual improvement in leadership abilities or in acting was noted. In fact, the effect of the recordings seemed more pronounced on the audience than on the actors.

The recorded discussions and summary talks did not appear to add anything to those parts of the session, although they were found useful in analyzing the meeting the following day. It is possible that such recordings would be of value in exchanging views between training groups and in providing a basis for problem selections by others.

Student Reports:

The students reported that they generally liked using the tape recorder in class, although two students stated that they definitely did not like its use; they believed that it brought out artificialities. None of the students felt that the recorder was essential, although several students reported that they thought it definitely helped their performances, spiced up the program, and assisted in speech improvement.

SUMMARY

Events:

The total series included experimentation with a rep-

Report of Observer:

The use of the lace procedure caused an "upset" the attention phenomena, but no actual improvement in leader-ship activity or it acting was noted. In fact, the effect of the recordings seemed more concentrated on the volume than on the screen.

The recorded observations and summary tables did not appear to add anything to their parts of the session, although they were found useful in analyzing the meeting the following day. It is possible that such recordings would be of value in enhancing views between isolated groups and in providing a basis for positive selections by others.

Student Reports:

The students expressed that they generally liked using the lace recorder in class, although one students stated that they definitely did not like the way they felt that it brought out artificialities. None of the students felt that the recorder was essential, although several students felt that they thought it particularly helpful their performances, related to the judgment, and analysis in speech improvement.

SUMMARY

Events:

The total series included experimentation with a tape-

resentative number of methods of employment of the technique in leadership training, and with accompanying characteristic introductions, discussions, and summaries. In general, warm-ups, buzz-sessions, repeat performances, tape recordings, and various discussion devices were applied to one or more of the following methods during the series:

1. Prepared situations were used from time to time in creating initial interest or in introducing a new subject.

2. Impromptu situations arising out of discussions or from student suggestions were used regularly.

3. Pragmatic leadership problems were used as a basis for prepared situations and were also initiated as a result of class discussions.

4. Role reversals were used frequently as a method, and also as a device for settling discussion disputes.

Report of Observer:

Initially the student group seemed hard to convince on the merits of the technique. As early as the close of the first meeting, however, the group interest level had apparently been raised above the level of ordinary classroom methods. From that point on, interest appeared to increase throughout the series. Because the series was quite short, it is not known at what point the interest would level off or drop, but within the limits of this experiment, it appears that student interest is a very important asset to the method.

teacher's change of methods of employment of the technique in leadership training, and also accompanying observations, interviews, discussions, and summaries. In general, sets-up, buzz-sessions, reverse role-playing, role reversal, and various discussion devices were applied in one or more of the following methods during the series:

1. Prepared situations were used from time to time in starting initial interest or in introducing a new subject.

2. Impromptu situations arising out of discussions or from student suggestions were used regularly.

3. Personal leadership problems were used as a basis for perceptual situations and here also initiated as a result of class discussions.

4. Role reversals were used frequently as a method, and also as a device for settling discussion disputes.

Report of Observer:

Initially the students group seemed hard to involve on the merits of the technique. As early as the close of the first meeting, however, the group indicated that appropriately been raised above the level of ordinary classroom methods. From that point on, interest appeared to increase throughout the series. Because the series was quite short, it is not known at what point the interest would level off or drop, but within the limits of this experiment, it appears that student interest is a very important asset to the method.

The selection of subject matter was left to the discretion of the squadron commander, and his opinions and attitudes may have influenced the heavy use of real-life experience type situations. The students also mentioned that they preferred this type of situation, and their likes and dislikes may have influenced the pattern too. The instructor did use hypothetical situations from time to time, but he felt that such situations lacked the spark required to build and hold student interest.

The leader appeared to do an excellent teaching job with a minimum of instruction and observation. This could have been the result of past experience, in that he was an experienced conference leader and had held a responsible executive job in industry before being recalled to active duty. He also appeared to be above average in his understanding of leadership principles and their application. To offset these advantages, his classroom presentations indicated a lack of confidence, which may have been due to a lack of practical military experience, or because of personalities involved.

The student group also lacked practical military experience, but it is not believed that this affected the results of the program. Their lack of military experience was largely offset by their civilian experiences, and the officers seemed able to apply their combined military and

The relations of subject matter are left to the discretion of the separate commanders, and this opinion and attitude may have influenced the basic use of semi-life experience type classes. The students also mentioned that they preferred this type of elective, and thought time and difficulty may have influenced the decision too. The instructor did use hypothetical situations from time to time, but he felt that such situations lacked the study required to build good student interest.

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The students group also lacked practical military experience, but it is not believed that this affected the results of the program. Their lack of military experience was largely offset by their civilian experiences, and the officers showed avid to study their combined military and

civilian experiences to military cases and to understand and apply the principles of leadership without difficulty.

Report of Squadron Commander:

The squadron commander was asked to give his overall views on the job and problems of the group leader, and his suggestions for future employment of the method in local command situations. He reported that, in his opinion, a formal "packaged" program would be of dubious value in informal leadership training. He felt that a rigid program would result in a loss of instructor and student interest. However, he also believed that too loose an overall program would be equally bad, in that various student groups might fail to get the theory of the method or become confused, might stress poor leadership principles in their training, and might not be uniform in their approach to similar problems.

His recommendations, then, included the use of a controlled but flexible program, with instructors trained in uniform methods of employment, fixed leadership principles, and for a sample program to be available as an instructional guide. He believed that a number of hypothetical cases should be furnished the training officer, but that the samples and illustrations should only be used until the students become involved enough to volunteer actual experience situations. It was his opinion that the method could

civilian experiences in military ways and to measure and study the potentials of leadership styles difficulty.

Report of Brigadier Commander:

The brigadier commander was asked to give his overall views on the job and problems of the group leader, and his suggestions for future employment of the method in local command elements. He reported that, in his opinion, a formal "packaged" program would be of doubtful value in informal leadership training. He felt that a rigid program would result in a loss of instruction and student interest. However, he also believed that too loose an overall program would be equally bad, in that various student groups might fail to see the theory of the method or become confused. Might stress poor leadership principles in their training, and might not be uniform in their approach to similar problems.

His recommendations, then, included the use of a controlled but flexible program, with instructors versed in various methods of employment, fixed leadership principles, and for a single program to be available as an instructional guide. He believed that a number of opportunities under should be furnished the training officer, but that the sample and illustrations should only be used until the students become involved enough to volunteer actual experience situations. It was his opinion that the method could

best be introduced through use of a visiting team of experts.

As regards his own experiences as a role-playing director, he reported that the pre-course briefings and observations had been adequate for his purposes, except that additional sample cases and illustrations of classroom procedures would have assisted him in getting the program underway. Once orientated in the method, he reported no particular difficulties in planning or conducting classes. He also stated that he had found the classes beneficial in developing his own leadership ability. During the course he introduced several disguised experience situations of his own, and found that the acting and subsequent discussions would cause him to handle similar future cases in a different manner.

Student Reports:

It was difficult to obtain meaningful student reports on the value of the series of role- laying sessions. Most comments merely pointed out the usually attributed advantages of the method. The study and series were too brief to allow evaluations of performance, and the officers concerned were unable to competently report improvements in leadership ability.

The officers did feel that they had gained a better

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An examine his own experiences as a role-playing director. He remarked that the performance analysis and observations had been adequate for his purposes, except that additional sessions taken and illustrations of discussion procedures would have assisted him in testing the group on readiness. Once established in the methods he expressed no particular difficulties in planning or conducting classes. He also stated that he had found the classes beneficial in developing his own leadership ability. Further he remarked he introduced several disguised experience situations of his own, and found that the action and subsequent discussions would cause him to handle similar future cases in a different manner.

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The officers did feel that they had gained a better

understanding of leadership responsibilities, of the feelings of other people, and of the principles of leadership. They also reported that they had increased their confidence in their ability to meet leadership situations. The difficulty in accepting these opinions lies mainly in the absence of facts that would substantiate the reported benefits. Interest and self-confidence reports can be given a certain amount of credit, however, because the students were in a position to evaluate their own feelings.

Conclusions:

The practical application apparently provided a typical example of local military command reception and treatment of the role-playing technique. The experiment was limited in scope, but appeared to serve the purpose of the study.

Problems were encountered in application, but nothing insurmountable developed, and nothing entirely new was brought out through the experiment. The results were encouraging, and indicated that the method has promise as a military leadership training technique. In general, the practical application served to verify the advantages, limitations, and hypotheses suggested by the earlier theoretical application and by the preliminary studies.

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Problems were encountered in application, too numerous to describe here, and nothing entirely new was brought out through the experiment. The results were encouraging, and indicated that the method has promise as a military leadership training technique. In summary, the practical application seemed to verify the assumptions, limitations, and hypotheses suggested in the review of literature, theoretical application and by the preliminary studies.

CHAPTER VII

SUMMARY AND CONCLUSIONS

Summary of Activity:

The purpose of this study was to conduct a survey of role-playing as a leadership development technique. An attempt was made to determine the objectives and procedures that might be applicable to the technique when applied as an informal training method in local military commands. The method was considered as a supplementary training tool, to be used to complement and supplement military leadership development programs already in effect.

The survey was concerned with an investigation of role-playing from five angles: What is role-playing? What are the major obstacles involved in its use? How could it be applied in a military training situation? How would it be received in military training circles?

To answer the first three questions, a library study and two individual investigations were undertaken. The information thus obtained was applied to an artificial situation for theoretical application. The combined results of these efforts were then incorporated into an experiment conducted by a military organization, in order to obtain a practical appraisal of the method in action.

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The survey was conducted with an investigation of role-playing from 31 sources. Then in role-playing, that are the major objectives involved in its use. Can could it be applied in a military training situation? How would it be received in military training circles?

To answer the first three questions, a library study and two individual interviews were undertaken. The information then obtained was applied to an artificial situation for demonstrational application. The resulting evaluation of these efforts were then incorporated into an assessment conducted by a military representative, in order to obtain a practical appraisal of the method in action.

The survey of literature was knowingly undertaken on a broad scale, to enable the investigator to gain a well-rounded view of the opinions of authorities in the fields of psychiatry, psychology, education, industry, and the military. Emphasis was placed on the latter two areas because of the apparent appropriateness of the literature to the problem at hand.

Two individual field investigations and a practical experiment were undertaken to supplement the information available from library studies. The first of these investigations consisted of a visit to the Naval Air Technical Training Command, Naval Air Station, Memphis, Tennessee, and the Naval Training Command, Great Lakes, Illinois, where the student observed at first hand the "practice demonstration" technique of instruction practiced at the instructor training schools at those bases.

A second field investigation consisted of a case study conducted with students enrolled in the Naval Reserve Officers' Training Corps unit at the Ohio State University. In this investigation, four classes were planned and conducted by the investigator, who acted as the group leader, in order to gain a better understanding of the problems of a role-playing director.

The practical try-out of the technique was conducted by a Marine Corps fighter squadron, which permitted a

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The practical try-out of the technique was conducted by a marine corps flyover squadron, which provided a

typical local command setting for the experiment. The try-out was planned and observed by the investigator over an eight week period. Active investigator participation included instructor preparation, leading the group through an introductory demonstration, observation, and compilation of comments of the participating officers.

Findings:

The findings resulting from the study represent an appraisal rather than an evaluation of the method. The limitations of the study dictated this, but a useful overall picture of current uses, appraisal of theoretical and reported values, the job of the group leader, and of the results of practical experience has resulted from the study.

The preliminary survey of the literature concerned with role-playing showed that, although the method is not new as a training device, it is relatively new in modern education. Only in recent years has the technique been extensively used in planned training programs in schools and with adult education groups.

Most authorities credit Doctor J. L. Moreno with the introduction of role-playing into modern education. He, and his disciples, have been instrumental in introducing the technique in the areas of psychiatry, psychology, formal education, and to some extent in industry. Use of the method in these areas has increased rapidly during the past

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Most authorities agree that R. L. Moreno with the introduction of role-playing into nurse education. He, and his associates, have been instrumental in introducing the technique in the areas of psychiatry, sociology, personal adjustment, and to some extent in industry. The is the method in these areas has increased rapidly during the past

twenty years, but the method is still in the experimental stage in most fields. Industry and the military, in particular, have only begun to make use of the various suggested uses of the technique. It was found that use of the method, in these latter fields, has largely been restricted to three classifications: problem solving, selection, and training.

It was found, through a survey of educational literature, that the majority of educational authorities consider role-playing as an educational method concerned with the learning by doing theory of learning. In the opinion of most educators, the technique is theoretically sound. They consider it to be a valuable educational tool of an active nature, useful in many fields of learning because it provides the "doing" in the learning process.

Industrial training men were found to be interested in the method as a practical training technique, because they had need for more active training methods. There were few concrete evidences of results contained in their reports of values, although isolated reports indicated promise. The reports generally emphasized the interest gaining, flexibility, and speed features of the method. Most practical training authorities considered role-playing as a valuable training method, suitable for use in conjunction with other training tools.

The investigation concerned with the major obstacles

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The investigator concurred with the major conclusions

involved in the application of role-playing to leadership development indicated that most of the obstacles were concerned with the job of the group leader. It was found that authorities disagree as to the advisability of using line executives for this function. This was not found to be a problem in the military, however, in that military policy and regulation prescribe that line executives will teach in military programs. The training for teaching assignments was, therefore, found to be the principle problem in considering the selection and training of role-playing instructors. There was considerable evidence indicating that this problem could be satisfactorily dealt with.

Most authorities agreed that the actual teaching job, including the grouping of students, selection of subject matter, planning of sessions, and conduct of classes, was comparable to the job of the conference or discussion group leader, but that there were additional elements involved. These elements were found to be important, but not insurmountable obstacles.

The theoretical application in a military situation indicated that actual use of the technique would be feasible, although the assumed case provided only one illustration of policy and practical usage. The critical situations base for employing role-playing in leadership training was found promising for the purpose.

involved in the application of role-playing to industrial relations problems indicate that most of the research were concerned with the job of the group leader. It was found that successful changes as to the adaptability of using the techniques for this function. This was not found to be a problem in the military, however, in that military policy and regulations prescribe that line commanders will teach in military courses. The training for teaching effectiveness was, therefore, found to be the potentiale problem in administering the selection and training of role-playing instructors. There was considerable evidence indicating that this problem could be satisfactorily dealt with.

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The theoretical application in a military situation indicated that without use of the technique merits or drawbacks, although the research were accepted only the difficulties of policy and procedural nature. The critical situations that lend themselves to role-playing in leadership training was found promising for the purpose.

The experimental use of role-playing in a local command training situation showed high student interest, flexibility in application, and a favorable student and management reception. There was evidence that the students gained confidence in their ability to meet future leadership situations as a result of their training experiences. The case study generally verified the advantages, limitations, and hypotheses suggested by the survey of literature and earlier personal investigations.

Conclusions:

The findings of the study have caused the investigator to form the following conclusions:

1. There are two recognized classifications of the use of role-playing appropriate for application to military leadership development. Approaches through problem solving and training, separately and in combination, can apparently contribute effectively to the executive growth of the military officer.

2. Role-playing is a theoretically sound training technique; an example of the "learning by doing" family of educational devices. It is an active learning method, featuring group participation, student interest, flexibility, speed, and practical application of knowledge.

3. Role-playing should be considered as another valuable training technique, suitable for use with other training methods, primarily to provide the "doing" element in the learning process.

4. The success of the technique largely depends upon the ability of the instructor, whose job is difficult and complex. The obstacles involved can be met through intelligent selection

The experimental use of role-playing in a local university and training situation showed high student interest, flexibility in application, and a favorable student and management perception. There was evidence that the students gained confidence in their ability to meet future leadership situations as a result of their training experiences. The case study generally verified the advantages, limitations, and hypotheses suggested by the survey of literature and earlier personal investigations.

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3. Role-playing should be considered as another valuable training technique, suitable for use with other training methods, primarily to provide the "doing" element in the learning process.

4. The success of the technique largely depends upon the ability of the instructor, since its is difficult and complex. The instructor involved can be ever through insufficient selection

of leaders, adequate teacher training, and diligent application of teaching procedures and principles.

5. There is no prescribed military policy that provides an established basis for leadership development programs. As a result, users are free to utilize any suitable method, such as the characteristics approach or the critical situation approach.

6. Role-playing is acceptable to military officer student groups, and will promote student interest in leadership improvement and development. The students will build confidence in their leadership ability through use of the method.

7. The method is still in a stage of development, and its empirical validity remains to be proved. Most users are restricted in reporting its values for this reason. An evaluation would require observation of leadership development over a considerable period of time, perhaps five to ten years, to obtain the necessary validity check.

8. This study has resulted in a survey of uses and possibilities. The study ends at a point where the author can report that the results achieved indicate that further study and experimentation should prove valuable and worthwhile. However, the current status of the method does not permit accurate conclusions to be drawn regarding values that can be gained from its use.

Recommendations:

The conclusions reached in this study indicate that continued research would be of value. It is therefore recommended that:

1. Additional experimental military programs be instituted under controlled conditions, with prescribed leadership principles, trained instructors, and qualified observers.

2. The recommended experimental programs should be introduced on a voluntary trial basis, to supple-

of leaders, adequate teacher training, and diligent application of teaching procedures and methodies.

5. There is no prescribed military policy that provides an established basis for leadership development programs. As a result, there are free to utilize any suitable method, even as the commander latter approach of the martial situation approach.

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Recommendations:

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2. The recommended experimental programs should be introduced on a voluntary trial basis, to acquire-

ment and complement existing military leadership development programs. These experiments should be carefully observed and reported upon to assist in continuation of the study.

3. An extensive empirical validity check should be made with one or more officer groups over a considerable period of time.

4. Study should be conducted leading toward the determination of a military leadership development policy, upon which role-playing and other leadership training programs can be uniformily based. Until such a policy is adopted, it is recommended that the critical situations approach be utilized as a base for experimental role-playing programs.

Summary:

The appraisal of role-playing as a method of developing military leaders has indicated that the technique may be of value as a supplementary leadership training device. The limitations involved in the study prevented a comprehensive evaluation, but the objectives and procedures found useful in other areas appeared promising when applied to the development of military officers. These results justified the conclusion that additional experimentation and research should prove valuable and worthwhile.

must use conscious marketing utility, leader-ship development programs. These supportabets should be carefully reviewed and adjusted once in every in continuation of the study.

3. An extension analysis military manpower should be made also to have military manpower over a sub-stantial period of time.

4. Study should be conducted looking toward the establishment of a military industrial mobilization policy, with which role-playing and other instructional training programs can be materially based. Until such a policy is accepted, it is recommended that the current simulation exercises be utilized as a base for experimental role-playing programs.

Summary:

The approach of role-playing as a means of develop-ing military leaders has indicates that the technique may be of value as a supplementary instructional method. The limitations involved in the study presented a comparative view, with the objectives and procedures found useful in other areas appeared probably also applies to the development of military officers. There results indi-cate the possibilities that additional experimentation and research should have reliable and appropriate.

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